# DOCUMENT RESUME

ED 216 107 CE 032 060

| | |
|---|---|
| AUTHOR | Fitzpatrick, Beverley J.; And Others |
| TITLE | Food Service. Secondary Curriculum Guide. |
| INSTITUTION | Georgia Univ., Athens. Div. of Vocational Education. |
| SPONS AGENCY | Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education. |
| PUB DATE | 81 |
| NOTE | 438p. |
| EDRS PRICE | MF01/PC18 Plus Postage. |
| DESCRIPTORS | Behavioral Objectives; Competence; Course Descriptions; Definitions; *Educational Facilities; Educational Objectives; Educational Philosophy; Employment Potential; *Food Service; *Instructional Development; Instructional Materials; Job Skills; Learning Activities; Learning Laboratories; Learning Resources Centers; Models; Occupational Information; Records (Forms); Secondary Education; Service Occupations; State Curriculum Guides; Student Evaluation; *Vocational Education |
| IDENTIFIERS | Georgia; Special Needs Students |

ABSTRACT

This curriculum guide is designed to offer guidelines along with supporting resources and teaching ideas from which the local secondary instructor can extract a food service curriculum that meets local needs. Following an outline of the philosophy and goals underlying state and local vocational education programs in Georgia, the purpose and objectives of the guide are explained. Covered next are the nature and scope of the field of food service, employability skills that are necessary in the field, student exit points, and tasks performed by food service workers. A sample curriculum structure and a course outline are provided. The bulk of the guide consists of a series of unit guides, each of which contains a task statement, a performance objective, instructional activities, suggested instructional materials, and evaluation criteria. The next two sections consist of a listing of references and resources and student record forms. Suggestions are set forth for working with special needs students. Also supplied are facility layouts for a learning laboratory and a learning resource center. (MN)

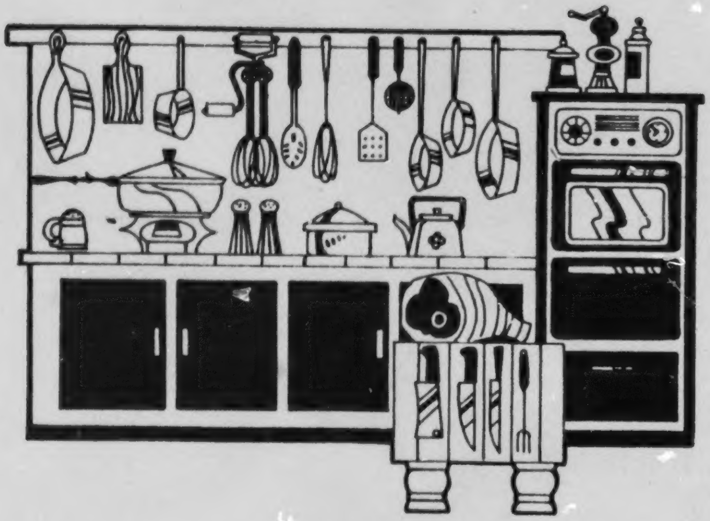
***********************************************************************
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
***********************************************************************

8013319

ED216107

# FOOD SERVICE

## Secondary



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Maughon

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 032 060

# CURRICULUM GUIDE

**Georgia Department of Education**

# FOOD SERVICE

Developed Under Contractual Agreement with

Division of Program Development
Office of Vocational Education
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel, State Superintendent of Schools
1981

# FOOD SERVICE

Developed By
The University of Georgia

Under the Direction of
Dr. Paul Scott
Vocational Education Materials Center
College of Education

Dr. George L. O'Kelley, Jr.
Division Chairman

# FOOD SERVICE

Beverley J. Fitzpatrick and Charles C. Connor, Jr.
Food Service Series Editors

## DEVELOPERS

| | |
|---|---|
| Beverley J. Fitzpatrick | Principal Developer/Writer |
| Charles C. Connor, Jr | Principal Developer |
| Virginia Alexander | Technical Writer |
| William J. Chrisman | Technical Writer |
| Faye Craft | Technical Writer |
| James L. Kaszowski | Technical Writer |
| Carole Pattillo | Technical Writer |
| Betty Pickren | Technical Writer |
| Pamela E. Smith | Technical Writer |
| Beverley J. Fitzpatrick | Team Leader |

## CONTRIBUTORS

| | |
|---|---|
| C. Paul Scott | Writer, Special Needs |
| Raymond H. Butler | Writer, Special Needs |
| Beverley J. Fitzpatrick | Editor, Writer |
| Robert M. Young | Faculty Advisor, Consultant |

## GRAPHICS

| | |
|---|---|
| Deborah Moates | Graphic Technician |

## TYPISTS

| | |
|---|---|
| Teresa Whitehead | Project Secretary |
| Elisa Cone | Typist |
| Sylvia Dorsey | Typist |
| Gerry DeWald | Typist |

| | |
|---|---|
| Marsha Elder | Typist |
| Carolyn Graham | Typist |
| Helen Plymale | Typist |
| Gay Weaver | Typist |
| Wanda Wright | Typist |

## REVIEW PANEL

| | |
|---|---|
| Patricia P. Binion | George High School |
| Gwendolyn Crafter | Northeast High School |
| Betty Harchar | Douglas County High School |
| Mattie G. Hart | B. T. Washington High School |
| Margaret P. Mann | S. H. Archer High School |
| Peggy Moody | Clarke Central High School |
| Betty Moore | Columbus Vocational Technical School |
| Claude Stone | Osborne High School |

**Division of Vocational Education**
**College of Education**
**University of Georgia, Athens, Ga.**

# POLICIES AND PROCEDURES FOR THE CENTER

## PURPOSE OF THE CENTER

The Vocational Education Materials Center functions within the Division of Vocational Education, University of Georgia. This Center operates under grants from the U.S. Office of Education, and the Georgia State Department of Education with the support of the College of Education. The Center is comprehensive in its commitment and approach to the development and dissemination of materials in the broad field of Vocational Education.

The purpose of the Center is to increase the capability of Georgia's delivery system for Vocational Education. Specifically, the Center is committed to:

1. Develop materials to assist in the implementation of proposed curricula and to enhance the teaching of Vocational Education.
2. Conduct and report curriculum research related to Vocational Education.
3. Provide a production and dissemination center for Vocational Education materials.
4. Provide direct experiences in curriculum development and diffusion for advanced graduate students.
5. Enable faculty members to participate in the development and implementation of a variety of curriculum materials.

Dr. G. L. O'Kelley, Jr.; Chairman
Division of Vocational Education
628 Aderhold Hall
University of Georgia
Athens, Georgia 30602

## TABLE OF CONTENTS

SECTION I: PHILOSOPHY AND GOALS (Pink) ..... I-1
  State ..... I-3
  Local ..... I-5
SECTION II: PURPOSE AND OBJECTIVE (Blue) ..... II-1
  Purpose of Guide ..... II-3
  Program Objective ..... II-5
  Performance Standards for Graduation ..... II-6
SECTION III: D.O.T. DESCRIPTION, EXIT POINTS, TASK (Green) ..... III-1
  Description of Occupational Field ..... III-3
  Employability Skills ..... III-28
  Student Exit Points ..... III-30
  Task Listing/D.O.T. Code Cross Reference ..... III-33
SECTION IV: CURRICULUM STRUCTURE AND COURSE OUTLINE (Yellow) ..... IV-1
  Curriculum Structure ..... IV-3
  Course Outline ..... IV-8
SECTION V: UNIT GUIDES (Gold) ..... V-1
SECTION VI: REFERENCES, RESOURCES (Pink) ..... VI-1
  Instructional Resource Matrix ..... VI-4
  Textbook List ..... VI-26
  Additional Instructional Resources ..... VI-29
  Resource Addresses ..... VI-36
SECTION VII: STUDENT RECORDS (Blue) ..... VII-1
  Individual Progress Reports ..... VII-4
  Group Progress Reports ..... VII-5
  Instructions for Competency Checklist and Certificate of Competency ..... VII-6

Competency Checklist....VII-7

Certificate of Competency....VII-9

SECTION VIII: SPECIAL NEEDS STUDENTS (Green)....VIII-1

Working with the Special Needs Student....VIII-3

SECTION IX: FACILITY LAYOUT (Yellow)....IX-1

Learning Resource Center....IX-4

Laboratory....IX-7

SECTION X: DEFINITION OF TERMS (Gold)....X-1

# -Foreword-

It has been the privilege of the Division of Vocational Education, University of Georgia, to participate in the development of 48 curriculum guides for Georgia vocational education programs. This work was sponsored by the Division of Program Development, Office of Vocational Education, State Department of Education. The completion of these guides meets a long standing need to provide a comprehensive curriculum overview of the vocational education programs available in Georgia schools. This developmental activity involved one of the largest professional staffs ever assembled for such work. Numerous teachers, teacher educators and state staff members have either written parts of the guides or served on the field review teams. These professionals were supported by a myriad of technical people and a host of typists who literally worked from dawn to dusk to ensure that the guides were produced in a timely fashion.

Be assured that this guide is not intended to be your curriculum or the curriculum of any school. The purpose of this project staff, and I am sure of the state OVE staff, is to offer a guide with supporting resources and teaching ideas from which the vocational instructor can extract a curriculum that meets local needs. The guide, however, does simplify curriculum decisions concerning sequencing and the selection of resources and media support.

The Task Linkage Project and appropriate V'TECS catalogs were used as the beginning point for this guide and all of the others. To assure that these task listings were directly related to Georgia vocational education programs and industry, they were subjected to additional study and review by appropriate teachers.

At some point in the future, this guide will need to be revised. To ensure that such a revision truly reflects the needs of Georgia's vocational education programs, the developers need your reactions, comments and ideas. We will also be interested in how you use the guide. Let us hear from you.

Paul Scott
Curriculum Guide Projects I & II

# SECTION I

## PHILOSOPHY & GOALS

# VOCATIONAL EDUCATION IN GEORGIA

## A. PHILOSOPHY

The Georgia Board of Education perceives vocational education as a vital component in the education of the young and adult citizens of this State. Appropriate programs of vocational education and ancillary services should be made readily available to individuals in middle schools, high schools, postsecondary area vocational-technical schools, vocational divisions of junior colleges, vocational centers, the Quick Start program and other adult programs designed to train or retrain workers for useful and satisfying employment.

Special services and assistance must be provided to those who need it in order to participate or benefit from vocational education. This includes women, minorities, the displaced homemaker and other displaced workers, those with limited English-speaking ability, the disadvantaged and the handicapped.

Since men and women spend the greater part of their lives at some form of work, the State should provide opportunities for all its citizens to develop the knowledge, skills and attitudes necessary for them to secure personally satisfying and socially useful employment.

## B. PURPOSE

The purpose of vocational education shall be to improve the economic well-being of Georgia citizens by preparing individuals, through organized learning experiences, to select, obtain and advance in recognized occupations.

# SECONDARY VOCATIONAL EDUCATION

## A. PURPOSE

The purpose of secondary vocational education is to provide training opportunities to middle school students which are of sufficient variety and quality to enable them to make wise career choices, and at the high school level to become familiar with one or more occupations of interest and to specialize in a given occupation to the extent needed to acquire entry-level job skills and knowledge, or to enter more specialized training at the postsecondary level.

## B. OBJECTIVES

1. At the middle school level, to provide exploratory PECE and Industrial Arts programs.
2. At the high school level, to provide:
    a. Exploratory and prevocational Industrial Arts programs.
    b. Prevocational programs in occupational clusters for entry into specialized programs in the 11th and 12th grades, or at the postsecondary level.
    c. Training in a single occupational skill of sufficient depth to gain entry-level employability, or the option to continue specialized training at the postsecondary level.
    d. Competency-based programs of occupational preparation which enable students to advance as far as possible through a planned sequence of courses leading to an occupational objective of greatest interest to the student.
    e. Opportunities and activities for students to develop and improve affective skills needed for employment.
    f. Vocational guidance, counseling, remedial and supportive programs and services needed by students to select and complete a program of vocational education.
    g. Ancillary and supportive services necessary to ensure that all students have access to training opportunities regardless of race, sex, national origin, disadvantagement or handicap.
    h. Opportunities for students to obtain or improve Home Economics and Consumer Education skills.
    i. Vocational education programs such that 50% of those individuals who complete or leave a program of occupational preparation, and are available for employment, find employment in the field for which trained, or in a related field.

# STATEMENT OF LOCAL SYSTEM PHILOSOPHY, PURPOSE AND GOALS FOR VOCATIONAL EDUCATION

*(This page is intentionally left blank so that local systems may insert their copy of philosophy, purpose and goals for vocational education)*

# SECTION II

## PURPOSE & OBJECTIVES

## PURPOSE OF GUIDE

The purpose is defined in terms of the functional needs of each of the identified classes of users in the secondary and post secondary systems.

(a) Vocational teachers.

1. Provide a guide for organizing their program of instruction,
2. Assist in establishing program objectives,
3. Serve as a curriculum materials resource guide,
4. Improve communications with employers and advisory committees,
5. Facilitate competency based instruction,
6. Facilitate either group or self-paced instruction,
7. Include content by quarter and semester,
8. Cross-reference with existing state developed instructional materials (PLACE packages and post secondary I.I.).

(b) Vocational supervisors and administrators.

1. Assist in defining the scope and content of their programs,
2. Provide a means to improve curriculum management functions,
3. Serve as a guide for admissions and job placement functions,
4. Improve communications with employers and advisory committees.

(c) Counseling and guidance staff.

1. Provide a data base for counseling and guidance personnel,
2. Identify student exit points (Carrer Options),
3. Serve as guide for admissions and job placement,
4. Correlate with the new State Board of Education graduation requirements,
5. Provide specific content sequencing by quarter and semester for student scheduling,
6. Provide (a) curriculum options for the disadvantaged handicapped student, (b) curriculum modifications for SPECIAL NEEDS students, (c) typical admission requirements for regular and SPECIAL NEEDS students.

(d) Local Curriculum Coordination Committees.

1. Serve as a guide in working out articulation arrangements,
2. Improve definitions of the relationship between secondary clusters and post secondary specialized programs.

This guide will serve as an ideal communication device between school personnel and the craft advisory committee. By personally reviewing the guide with the local craft advisory committee the teacher will be able to maintain the accuracy of the guide in terms of the local job market and will also be able to inform representatives of local industry regarding the content of the program itself.

## FOOD SERVICE PROGRAM OBJECTIVES

Given appropriate instruction, as suggested by this guide, a student completing the program should demonstrate entry level skills in Food Service in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills and survival skills.

As the student progresses through the program, sufficient competencies will be acquired to enable the student to enter the occupational field at the following curriculum exit points.

| | |
|---|---|
| Dining Room Attendant | (D.O.T. Code 311.677-018) |
| Counter Attendant, Cafeteria | (D.O.T. Code 311.677-014) |
| Waiter/Waitress, Informal | (D.O.T. Code 311.477-030 |
| Waiter/Waitress, Formal | (D.O.T. Code 311.477-026) |
| Kitchen Helper | (D.O.T. Code 318.687-010) |
| Baker Helper | (D.O.T. Code 313.684-010) |
| Cook Helper | (D.O.T. Code 317.687-010) |
| Food Assembler, Kitchen | (D.O.T. Code 319.484-010) |
| Cook, Short Order | (D.O.T. Code 313.361-022) |
| Host/Hostess, Restaurant | (D.O.T. Code 310.137-010) |
| Cook | (D.O.T. Code 313.361-014) |

## PERFORMANCE STANDARDS REQUIRED FOR GRADUATION

Students are required, by the State Board of Education to demonstrate competency in the adult life roles of the learner, individual, citizen, consumer and producer. The performance standards for the adult life role of the learner will be measured statewide. The local Boards of Education are required to adopt and validate performance indicators for the adult life roles of the individual, citizen, consumer and producer.

Performance Standards (State Board of Education)

A. Learner

1. The student reads and interprets communication on a functional level.
2. The student comprehends information received and applies that information in a variety of everyday situations.
3. The student writes legible appropriate personal and career communications on a functional level.
4. The student receives and transmits oral and visual communication on a functional level.
5. The student employs estimation, approximation and calculation skills in everyday living situations.
6. The student understands and uses various forms of scales and measurements, graphs, charts, tables, symbols and other graphic representations.
7. The student applies basic arithmetic operations (adding, subtracting, multiplying and dividing) in an everyday context.
8. The student applies basic geometric shapes and positions necessary for daily mathematical functions.
9. The student uses a variety of information resources to obtain assistance and information.
10. The student employs logical, intuitive and creative thinking processes.

Performance Standards (Local Board of Education)

B. Individual

1. The student knows appropriate emergency responses to accidents and demonstrates preventive actions for health and safety hazards.

2. The student recognizes and practices sound personal health habits necessary to maintain physical and mental well-being.

3. The student understands the sound health care principles involved in family living, parenting and parenthood.

C. Citizen

1. The student understands the basic structure and functions of the American system of Government and the American economic system.

2. The student knows basic legal rights and responsibilities of the citizen under the American judicial and penal systems.

3. The student recognizes relationships between current societal and environmental problems and the individual's role and responsibilities.

D. Consumer

1. The student knows the principles of sound personal financial planning and management.

2. The student identifies the legal rights and responsibilities of the consumer in buying and selling goods and services.

E. Producer

1. The student analyzes personal career opportunities and choices through career planning and management.

2. The student demonstrates the skills necessary to obtain employment.

Program Competencies

This program will provide opportunities for the student to demonstrate competencies in the following performance standards. The standards are "keyed" to the above list by letter and number (i.e. A-1, 4, 9; B-3, C-1; etc.).

Performance Standards: A-1, 2, 3, 4, 5, 6, 7, 9, 10; B-1, 2; C-3; D-2; E-1, 2.

# SECTION III

## D. O. T. DESCRIPTION, EXIT POINTS, TASKS

# DESCRIPTION OF OCCUPATIONAL FIELD

The primary purpose of this section is to provide a general orientation to the occupational field. This orientation may be used by counseling and guidance staff in helping students to select subject areas. It may also be used by instructors for new students just entering the program area. The description delimits the scope of the occupational field in terms of the range of activities involved in a series of occupations. It contains information about career potential within the occupational field, including job market conditions and trends,

The description identifies prerequisite skills and knowledge for those students interested in entering the occupational field. In addition, the Description of Occupational Exit Points is provided to aid the instructor in identifying possible jobs for early leavers. A listing of employability skills is also included in this section.

## *Description of Occupational Field
## Food Service Occupations

Food Service workers make up one of the largest and fastest growing occupational groups in the nation's labor force. More than four times as many persons work in food service as in the automobile manufacturing and steel manufacturing combined. Food Service workers work wherever food is served away from home. They work in restaurants, in cafeterias, in schools and colleges, in hospitals and nursing homes, in prisons, in private clubs, at camps and at resorts. They work at food stands, at sports events and at county fairs. They even work for the catering firms that prepare the dinners we eat on airplanes and the sandwiches we get from vending machines.

### Nature of the Work

Dining Room Attendants and Kitchen Helpers: Clean and attractive table settings are as important to a restaurant's reputation as the quality of food it serves. An egg-stained fork, a soiled tablecloth, or an empty salt shaker can make a customer unhappy. Dining room attendants and dishwashers provide the quick hands and sharp eyes needed to prevent such problems.

Attendants do many jobs that otherwise waiters and waitresses would have to do. They clear and reset tables, carry soiled dishes to the dishwashing area and bring in trays of food, and clean up spilled food and broken dishes. By taking care of these details, attendants give waiters and waitresses more time to serve customers.

Dining room attendants help waiters and waitresses in some restaurants, by serving water and bread and butter to customers.

In addition, when business is light, they do various jobs such as refilling salt and pepper shakers and cleaning coffee pots.

Kitchen helpers pick up where the attendants leave off--with the soiled dishes. They operate special machines that clean tableware quickly and efficiently. Occasionally, they may have to make minor adjustments to keep machines operating properly. Kitchen helpers might clean large pots and pans by hand, or operate a mechanical pot and pan washer. In addition, they may clean refrigerators and other kitchen equipment, sweep and mop floors, and carry out trash.

Food Counter Workers and Food Assemblers: Counter workers and food assemblers serve customers in eating places that specialize in fast service and inexpensive food, such as hamburger and fried chicken carryouts, drugstore soda fountains, and school and public cafeterias.

Typical duties of counter workers include taking customers' orders, serving food and beverages, making out checks, and taking payments. At drugstore fountains and in diners, they also may cook, make sandwiches and cold drinks, and prepare sundaes and other ice cream dishes. In hamburger carryouts, where food is prepared in an assembly line manner, counter workers and food assemblers wait on customers, make french fries, toast buns, and do other jobs.

Counter workers and food assemblers in cafeterias supply serving lines with desserts, salads, and other dishes, in addition to filling customers' plates with meats and side orders. Cafeterias usually employ central cashiers to take payments and make change.

Counter workers and food assemblers also do odd jobs, such as cleaning kitchen equipment, sweeping and mopping floors, and carrying out trash.

Informal and Formal Waiters and Waitresses: Whether they work in small lunchrooms or fashionable restaurants, all waiters and waitresses have jobs that are essentially the same. They take customers' orders, serve food and beverages, make out checks, and sometimes take payments. The manner in which waiters and waitresses go about their work may vary considerably, however. In diners, coffee shops, and other small restaurants, they are expected to provide fast, efficient service. In eating places where meals are served elaborately and a great deal of emphasis is placed on the satisfaction and comfort of each guest, waiters and waitresses serve food at a more leisurely pace and offer more personal service to their customers. For example, they may suggest wines and explain the preparation of items on the menu.

Depending on the type of restaurant, waiters and waitresses may perform duties other than waiting on tables. These tasks may include setting up tables and clearing and carrying soiled tableware to the kitchen. Although very small restaurants usually combine waiting on tables with counter service or cashiering, large or more formal restaurants frequently relieve their waiters and waitresses of these additional duties.

Cooks, Short Order Cooks, Cook Helpers, Baker Helpers: A reputation for serving fine food is an asset to any restaurant whether it prides itself on "home cooking" or exotic foreign cuisine. Cooks and chefs are largely responsible for the reputation a restaurant acquires. Many chefs have earned fame for both themselves and the restaurants and hotels where they work because of their skill in creating new dishes and improving familiar ones.

A cook's duties depend partly on the size and kind of restaurant. Smaller restaurants usually feature a limited number of easy-to-prepare, short order specialties, and ready-made desserts from a nearby bakery. Typically, one cook prepares all of the food with the help of a short order cook and one or two kitchen helpers.

Large eating places usually have more varied menus and prepare more of the food they serve. Kitchen staffs often include several cooks, sometimes called assistant or apprentice cooks, and many kitchen helpers. Each cook usually has a special assignment and often a special job title--pastry, fry, or sauce cook, for example. Head cooks or chefs coordinate the work of the kitchen staff, and often direct certain kinds of food preparation. They decide the size of servings, sometimes plan menus, and buy food supplies.

Hosts/Hostesses: Hosts/hostesses supervise and coordinate activities of dining room personnel to provide fast and courteous service to patrons. They schedule dining reservations, arrange parties or special services for diners, greet guests, escort them to tables, and provide menus. A host/hostess adjusts complaints of patrons. They assign work tasks and coordinate activities of dining room personnel to insure prompt and courteous service to patrons. They inspect dining room serving stations for neatness and cleanliness, and requisition table linens and other dining room supplies for tables and serving stations. A host or hostess may interview, hire and discharge dining room personnel and may train dining room employees and may schedule work hours and keep time records of dining room workers and may assist in planning menus.

Working Conditions

Dining Room Attendants and Kitchen Helpers: Most attendants and kitchen helpers work less than 30 hours a week. Some are on duty only a few hours a day during either the lunch or dinner period. Others work both periods but may take a few hours off in the middle of the day. Weekend and holiday work often is required.

Job hazards include the possibility of falls, cuts, and burns, but injuries are seldom serious. The work is strenuous, however, as these workers have to lift heavy trays filled with dishes, and large pots and pans.

Food Counter Workers and Food Assemblers: Since most counter workers and food assemblers are on duty less than 30 hours a week, some work only a few hours a day. Many others may work split lunch-dinner shifts and have a few hours off in the middle of the day. This flexible schedule enables students to fit working hours around classes. Weekend and holiday work often is required.

During busy periods, food counter workers and food assemblers must work quickly and effectively under pressure. Other job requirements include the ability to stand for long periods of time and to perform tasks within a restricted area. They are exposed to minor injuries from sharp implements or flatware, wet floors, or hot utensils or grease.

Informal and Formal Waiters and Waitresses: Some waiters and waitresses work split shifts--that is, they work for several hours during the middle of the day, take a few hours off in the afternoon and then return to their jobs for the evening hours. Most are expected to work on holidays and weekends. The wide range in dining hours creates a good opportunity for part-time work. Waiters and waitresses stand most of the time and often have to carry heavy trays of food. During dining hours, they may have to rush to serve several tables at once. Their work is relatively safe, but they must be careful to avoid slips or falls and burns.

Cooks, Short Order Cooks, Cook Helpers and Baker Helpers: Many kitchens have modern equipment, convenient work areas, and air conditioning, but others, particularly in older and smaller eating places, are frequently marginally equipped and poorly ventilated. Other variations in working conditions depend on the type and quantity of food being prepared and the local laws governing food service operations. In most kitchens, however, cooks must stand most of the time, lift heavy pots and kettles, and work near hot ovens and ranges. Hours in restaurants may include late evening, holiday, and weekend work, and range from 37½ to 48 hours a week. Cooks employed in public and private schools work during the school year only, usually for 9 months.

Hosts/Hostesses: Some hosts and hostesses work split shifts---that is, they work for several hours during the middle of the day, take a few hours off in the afternoon, and then return to their jobs for the evening hours. Most are expected to work on holidays and weekends. The wide range in dining hours creates a good opportunity for part-time work. Hosts and hostesses stand most of the time. The work is relatively safe, but they must be careful to avoid slips or falls and burns.

## Places of Employment

Dining Room Attendants and Kitchen Helpers: Most attendants and Kitchen Helpers work in restaurants, bars, hotels. Some also work in schools, hospitals, and other institutional feeding operations. Many work only part time.

Food Counter Workers and Food Assemblers: Most food counter workers and food assemblers work in eating places that specialize in fast service and inexpensive food, such as carryouts, drugstore fountains and school and public cafeterias. About 763,000 persons were employed in these job areas in 1978.

Informal and Formal Waitresses and Waiters: More than half of all waiters and waitresses work part time (less than 35 hours a week). Most work in restaurants; some in hotels, colleges, and factories that have restaurant facilities. Jobs are located throughout the country but are most plentiful in large cities and tourist areas. Vacation resorts offer seasonal employment, and some waiters and waitresses alternate between summer and winter resorts instead of remaining in one area the entire year.

Cooks, Short Order Cooks, Cook Helpers and Baker Helpers: Most cooks and chefs work in restaurants and hotels, but many work in schools, colleges, airports, and hospitals. Government agencies, factories, private clubs, and many other kinds of organizations also employ cooks and chefs.

Hosts/Hostesses: More than half of all hosts and hostesses work part time (less than 35 hours a week). Most work in restaurants; some work in hotels, colleges and factories that have restaurant facilities. Jobs are located throughout the country but are most plentiful in large cities and tourist areas.

## Training, Other Qualifications and Advancement

Dining Room Attendants and Kitchen Helpers: A high school education is not needed to qualify for jobs as dining room attendants and kitchen helpers and many employers will hire applicants who do not speak English. Attendants and kitchen helpers must be in good physical condition and have physical stamina because they stand most of the time, lift and carry trays, and work at a fast pace during busy periods. State laws often require them to obtain health certificates to show that they are free of contagious diseases. Because of their close contact with the public, attendants should be neat in appearance, have good personal hygiene, and get along well with people.

Promotions for dining room attendants and kitchen helpers are limited. Attendants sometimes advance to positions as waiter or waitress, and kitchen helpers occasionally advance to cook's helper or short-order cook. The ability to read, write, and do simple arithmetic is required for promotion. Opportunities for advancement generally are best in large restaurants.

Food Counter Workers and Food Assemblers: For counter jobs that require totaling bills and making change, employers prefer to hire persons who are good in arithmetic and have attended high school, although a diploma usually is not necessary. Managers of fast-food restaurants often hire high school students as part-time counter workers. Counter jobs in cafeterias have no specific educational requirements.

Most counter workers and food assemblers learn their skills on the job by observing and working with more experienced workers. Some employers, including some fast-food restaurants, use self-study instructional booklets and audiovisual aids to train new employees.

Because counter workers deal with the public, a pleasant personality and neat appearance are important. Both food counter workers and food assemblers need good health and physical stamina because they stand most of the time and work at a fast pace during busy periods. State laws often require counter workers to obtain health certificates to show that they are free of contagious disease.

Opportunities for advancement are limited, especially in small eating places. Some counter workers move into higher paying jobs and learn new skills by transferring to a larger restaurant. Advancement can be to cashier, cook, waiter or waitress, counter or fountain supervisor, or, for counter workers in cafeterias, to line supervisor or merchandiser (person in charge of stocking food). Many large companies, such as the nationwide hamburger chains, operate formal management training programs, while others offer informal on-the-job training.

Informal and Formal Waitresses and Waiters: Most employers prefer to hire applicants who have had at least 2 or 3 years of high school. A person may start as a waiter or waitress, or advance to that position after working as a dining room attendant, car hop, or food counter worker. Although most waiters and waitresses pick up their skills on the job, at least 3 months' experience is preferred by larger restaurants and hotels. Some public and private vocational schools, restaurant associations, and large restaurant chains provide classroom training. Other employers use self-instruction programs to train new employees. In these programs, an employee learns food preparation and serving skills by observing film strips and reading instructional booklets.

Because people in this occupation are in close and constant contact with the public, a neat appearance and an even disposition are important qualifications. Physical stamina also is important, as waiters and waitresses are on their feet for hours at a time, lifting and carrying trays of food from kitchen to table. Waiters and waitresses also should be good at arithmetic and, in restaurants specializing in foreign foods where some customers may not speak English, knowledge of a foreign language is helpful. State laws often require waiters and waitresses to obtain health certificates showing that they are free of contagious diseases.

Due to the small size of most food-serving establishments, opportunities for promotion in this area are limited. After gaining some experience, however, a waiter or waitress may transfer to a larger restaurant where earnings and prospects for advancement are better. Successful waiters and waitresses are those who genuinely like people, offer good service, and possess the ability to sell rather than just take orders. Advancement can be to cashier or supervisory jobs, such as host or hostess, maitre d'hotel, or dining room supervisor. Some supervisory workers advance to jobs as restaurant managers.

Cooks, Short Order Cooks, Cook Helpers and Baker Helpers: Most cooks start work in an unskilled position such as kitchen helper and acquire their skills on the job; however, an increasing number are obtaining their training through high school and post-high school vocational programs. Cooks may also be trained in apprenticeship programs offered by professional associations and trade unions in a 3 year apprenticeship program administered by local offices of the American Culinary Federation in cooperation with local employers and junior colleges or vocational education institutions. In addition, some large hotels and restaurants operate their own training programs for new employees.

Little experience is required to become an assistant or fry cook, but many years of training and experience are necessary to achieve the level of skill required of an executive chef or cook in a fine restaurant. Even though a high school diploma is not required for beginning jobs, it is recommended for those planning a career as a cook or chef. High school or vocational school courses in business arithmetic and business administration are particularly helpful. To get experience, high school students can work part time in fast-food or other restaurants.

Persons who have had courses in commercial food preparation will have an advantage when looking for jobs in large restaurants and hotels where hiring standards often are high. Some vocational programs in high schools offer this kind of training to students. But usually these courses, ranging from a few months to 2 years or more and open in some cases only to high school graduates, are given by trade schools, vocational centers, junior colleges, universities, professional associations, hotel management groups, and trade unions. The Armed Forces also are a good source of training in food service work.

Although curricula may vary, students usually spend most of their time learning to prepare food through actual practice. They learn to bake, broil, and prepare food, and to use and care for kitchen equipment. Training programs often include courses in selection and storage of food, use of leftovers, determination of portion size, menu planning, food cost control, and purchasing food supplies in quantity. Students also learn hotel and restaurant sanitation and public health rules for handling food. Training in supervisory and management skills sometimes is emphasized in courses offered by private vocational schools, professional associations, and university programs.

Many school districts in cooperation with school food services divisions of State departments of education, provide on-the-job training and sometimes summer workshops for cafeteria workers who wish to become cooks. Some junior colleges, State departments of education, and school associations also offer training programs. Cafeteria employees who have participated in these training programs often are selected for jobs as cooks.

Persons who want to become cooks or chefs should be able to work as a team and to withstand the pressure and strain of working in close quarters during busy periods. A keen sense of taste and smell, the physical stamina to stand for hours at a time, and personal cleanliness also are important qualifications. Most States require health certificates indicating that cooks and chefs are free from contagious diseases.

Advancement opportunities for cooks are better than for most other food service occupations. Many cooks acquire higher paying positions and new cooking skills by moving from one operation to another. Others gradually advance to chef positions or supervisory or management positions, particularly in hotels, clubs, or the larger, more elegant restaurants. Some eventually go into business as caterers or restaurant owners; others may become instructors in vocational programs in high schools, junior and community colleges, and other academic institutions.

Hosts/Hostesses: Most hosts/hostesses start work in an unskilled position such as dining room attendant or waiter/waitress and acquire their skills on the job. However, an increasing number of hosts and hostesses are obtaining high school and post-high school vocational training in Food Service.

Although most hosts and hostesses pick up their skills on the job, at least 3 months' experience is preferred by larger restaurants and hotels. Some public and private vocational schools, restaurant associations, and some large restaurant chains provide classroom training. Other employers use self-instruction programs to train new employees. In these programs, an employee learns food preparation and service skills by observing film strips and reading instructional booklets.

Because people in this occupation are in close and constant contact with the public, a neat appearance and an even disposition are important qualifications. Physical stamina also is important. Hosts and hostesses should be good at arithemetic and, in restaurants specializing in foreign foods where customers may not speak English, knowledge of a foreign language is helpful. State laws often require hosts and hostesses to obtain health certificates showing that they are free of contagious diseases.

Opportunities for promotion in this occupation are limited, due to the small size of most food-serving establishments. After gaining experience, however, a host or hostess may transfer to a larger restaurant where earnings and prospects for advancement may be better. The most successful hosts and hostesses are those who genuinely like people and are interested in offering service. Advancement can be to restaurant manager. High school or vocational school courses in business arithmetic and business administration are helpful in advancing to management positions.

## Employment Outlook

Dining Room Attendants and Kitchen Helpers: Job openings for dining room attendants and kitchen helpers are expected to be plentiful in the years ahead. Many openings will result from the need to replace workers who find jobs in other occupations, retire, or die. Turnover is particularly high among part-time workers. About one half of the attendants and kitchen helpers are students, most of whom work part time while attending school.

Additional openings will result from employment growth. Employment of dining room attendants and kitchen helpers is expected to increase much faster than the average for all occupations through the 1980's as population growth and high income create more business for restaurants.

Food Counter Workers and Food Assemblers: Job openings for food counter workers and food assemblers is expected to be plentiful in the years ahead. Most openings will result from the need to replace workers who find jobs in other occupations, retire, or die. Because many counter workers are students who work part time and leave the occupation after graduation, turnover is high.

Employment of counter workers and food assemblers is expected to increase faster than the average for all occupations through the 1980's, as population growth and higher incomes create more business for eating places. In addition, expansion of the restaurant industry, particularly the fast-food segment, will create many job openings. Thus, jobs should be relatively easy to find.

Informal and Formal Waitresses and Waiters: Job openings are expected to be plentiful in the years ahead, mainly due to the need to replace the waiters and waitresses who find other jobs or who retire, die, or stop working for other reasons. Turnover is particularly high among part-time workers. About one-fourth of the waiters and waitresses are students, most of whom work part-time while attending school and then find other jobs after graduation. In addition to the job openings from turnover, many will result from employment growth.

Employment of waiters and waitresses is expected to grow about as fast as the average for all occupations through the 1980's, as population growth and higher incomes create more business for restaurants. Higher incomes and more leisure time will permit people to eat out more often. Also, as more wives work, families may find dining out a welcome convenience.

Beginners will find their best opportunities for employment in the thousands of informal restaurants. Those who seek jobs in expensive restaurants may find keen competition for the jobs that become available.

Cooks, Short Order Cooks, Cook Helpers and Baker Helpers: Employment of cooks and chefs is expected to increase faster than the average for all occupations through the 1980's. In addition to employment growth, thousands of job openings will arise annually from the need to replace experienced workers who retire, die, or transfer to other occupations. Small restaurants, school cafeterias, and other eating places with simple food preparation will provide the greatest number of starting jobs for cooks.

The demand for cooks and chefs will increase as population grows and people eat out more. Higher personal incomes and more leisure time will allow people to go out for dinner more often and to take more vacations. Also, as more wives work, families are finding dining out a welcome convenience.

Hosts/Hostesses: Job openings are expected to be plentiful in the years ahead, mainly due to the need to replace the hosts and hostesses who find other jobs or who retire, die, or stop working for other reasons. Turnover is particularly high among part-time workers. About one-fourth of the hosts and hostesses are students, most of whom work part-time while attending school and then find other jobs after graduation. In addition to the job openings from turnover, many will result from employment growth.

Employment of hosts and hostesses is expected to grow about as fast as the average for all occupations through the mid-1980's, as population growth and higher incomes create more business for restaurants. Higher incomes and more leisure time will permit people to eat out more often. Also, as an increasing number of wives work, more and more families may find dining out a welcome convenience.

Beginners will find their best opportunities for employment in the thousands of informal restaurants. Those who seek jobs in expensive restaurants may find keen competition for the jobs that become available.

Sources of Additional Information

Dining Room Attendants and Kitchen Helpers: Information about job opportunities may be obtained from local employers and local offices of the State employment service.

For general information, write to:

National Institute for the Foodservice Industry
20 N. Wacker Dr.
Suite 2620
Chicago, IL 60606

Culinary Institute of America
P.O. Box 53
Hyde Park, NY 12538

The American Hotel and Motel Association
888 7th Ave.
New York, NY 10019

Food Counter Workers and Food Assemblers: Information about job opportunities may be obtained from local employers and local offices of the State employment service.

For general information, write to:

Educational Director
National Institute for the Foodservice Industry
20 North Wacker Dr.
Chicago, IL 60606

Culinary Institute of America
P.O. Box 53
Hyde Park, NY 12538

The American Hotel and Motel Association
888 7th Ave.
New York, NY 10019

Informal and Formal Waitresses and Waiters: Information about job opportunities may be obtained from local employers and local offices of the State employment service. General information on waiter and waitress jobs is available from:

National Institute for the Foodservice Industry
20 North Wacker Dr.
Suite 2620
Chicago, IL 60606

The American Hotel and Motel Association
888 7th Ave.
New York, NY 10019

Culinary Institute of America
P.O. Box 53
Hyde Park, NY 12538

American Culinary Federation
Educational Institute
920 Long Blvd.
Suite One
Lansing, MI 48910

Cooks, Short Order Cooks, Cook Helpers and Baker Helpers: Information about job opportunities may be obtained from local employers and local offices of the State employment service.

General information about restaurant cooks and chefs is available from:

Culinary Institute of America
P.O. Box 53
Hyde Park NY 12538

National Institute for the Foodservice Industry
20 North Wacker Dr.
Suite 2620
Chicago, IL 60606

The American Hotel and Motel Association
888 7th Ave.
New York, NY 10019

For information on the American Culinary Federation's apprenticeship program for cooks and chefs, write to:

American Culinary Federation
Educational Institute
920 Long Blvd.
Suite One
Lansing, MI 48910

Hosts/Hostesses: Information about job opportunities may be obtained from local employers, locals of the Hotel and Restaurant Employees and Bartenders International Union, and local offices of the State employment service.

General information about restaurant hosts and hostesses is available from:

Culinary Institute of America
P.O. Box 53
Hyde Park, NY 12538

Educational Director
National Institute for Foodservice Industry
120 South Riverside Plaza
Chicago, IL 60606

The Educational Institute
American Hotel and Motel Association
1407 S. Harrison Rd.
Michigan State University
Stephen S. Nisbet Bldg.
East Lansing, MI 48823

---

*Occupational Outlook Handbook, 1980-81 Edition

## *DESCRIPTION OF OCCUPATIONAL EXIT POINTS

### Dining Room Attendant
311.677-018

Performs any combination of the following duties to facilitate food service: Carries dirty dishes from dining room to kitchen. Replaces soiled table linens and sets tables with silverware and glassware. Replenishes supply of clean linens, silverware, glassware and dishes in dining room. Supplies service bar with food such as soups, salads and desserts. Serves ice water and butter to patrons. Cleans and polishes glass shelves and doors of service bars and equipment such as coffee urns and cream and milk dispensers. Makes coffee and fills fruit juice dispensers. Runs errands and delivers food orders to offices and is designated RUNNER (hotel and rest.). May transfer food and dishes between floors of establishment using dumbwaiter. May be designated according to type of activity or area of work as CLEAN-UP HELPER, BANQUET (hotel and rest.); COUNTER DISH CARRIER (hotel and rest.); GLASS WASHER AND CARRIER (hotel and rest.); ROOM SERVICE ASSISTANT (hotel and rest.). Additional Titles: DISH CARRIER (hotel and rest.); STEAMTABLE WORKER (hotel and rest.); TABLE SETTER (hotel and rest.); WATER SERVER (hotel and rest.).

### Counter Attendant, Cafeteria
311.677-014

Serves food from counters and steamtables to cafeteria patrons: Serves salads, vegetables, meat, bread and cocktails, ladles soups and sauces, portions desserts, and fills beverage cups and glasses as indicated by customer. Adds relishes and garnishes according to instructions from COUNTER SUPERVISOR (hotel and rest.). Scrubs and polishes counters, steamtables and other equipment. May replenish foods at serving stations. May brew coffee and tea. May carve meat. May accept payment for food, using cash register or adding machine to total check. May prepare and serve salads and be known as SALAD COUNTER ATTENDANT (hotel and rest.).

### Waiter/Waitress, Informal
311.477-030

Serves food to patrons at counters and tables of coffeeshops, lunchrooms and other dining establishments where food service is informal: Presents menu, answers questions and makes suggestions regarding food and service. Writes order on check or memorizes it. Relays order to kitchen and serves courses from kitchen and service bars. Observes guests to fulfill any additional request and to perceive when meal has been completed. Totals bill and accepts payment or refers patron to CASHIER.

May ladle soup, toss salads, portion pies and desserts, brew coffee, and perform other services as determined by establishment's size and practices. May clear and reset counters or tables at conclusion of each course.

## Waiter/Waitress, Formal
311.477-026

Serves meals to patrons according to established rules of etiquette, working in formal setting: Presents menu to diner, suggesting dinner courses, appropriate wines and answering questions regarding food preparation. Writes order on check or memorizes it. Relays order to kitchen and serves courses from kitchen and service bars. Garnishes and decorates dishes preparatory to serving. Serves patrons from chafing dish at table. Observes diners to fulfill any additional request and to perceive when meal has been completed. Totals bill and accepts payment or refers patron to CASHIER. May carve meats, bone fish and fowl and prepare flaming dishes and desserts at patron's table. When serving at banquets, may be designated WAITER/WAITRESS, BANQUET (hotel and rest.).

## Kitchen Helper
318.687-010

Performs any combination of the following duties to maintain kitchen work areas and restaurant equipment and utensils in clean and orderly condition: Sweeps and mops floors. Washes worktables, walls, refrigerators and meat blocks. Segregates and removes trash and garbage and places it in designated containers. Steam-cleans or hoses-out garbage cans. Sorts bottles and breaks disposable ones in bottle-crushing machine. Washes pots, pans and trays by hand. Scrapes food from dirty dishes and washes them by hand or places them in racks or on conveyor to dishwashing machine. Polishes silver, using burnishing-machine tumbler, chemical dip, buffing wheel and hand cloth. Holds inverted glasses over revolving brushes to clean inside surfaces. Transfers supplies and equipment between storage and work areas by hand or by use of handtruck. Sets up banquet tables. Washes and peels vegetables using knife or peeling machine. May be known according to task performed as DISHWASHER, HAND (hotel and rest.); POTWASHER (hotel and rest.); SILVERWARE WASHER (hotel and rest.).

## Baker Helper
313.684-010

Assists BAKER (hotel and rest.) by performing any combination of the following duties in bread-baking department: Carries and distributes supplies, such as flour, shortening and baking pans. Mixes, kneads or shapes dough for bread, rolls, muffins or biscuits. Cuts dough into uniform portions.

Greases pans used to mold or bake breads and lines pans with waxed paper. Places pans of dough into oven to bake. Removes baked products from oven. Cleans bakery utensils, equipment and work area.

### Cook Helper
317.687-010

Assists workers engaged in preparing foods for hotels, restaurants or ready-to-serve packages by performing any combination of the following tasks: Washes, peels, cuts and seeds vegetables and fruits. Cleans, cuts and grinds meats, poultry and seafood. Dips items in crumbs, flour and batter to bread them. Stirs and strains soups and sauces. Weighs and measures designated ingredients. Carries pans, kettles and trays of food to and from work stations, stove and refrigerator. Stores foods in designated areas, utilizing knowledge of temperature requirements and food spoilage. Cleans work areas, equipment and utensils, segregates and removes garbage and steam-cleans or hoses garbage containers. Distributes supplies, utensils and portable equipment, using handtruck. May be designated according to worker assisted as COOK HELPER, DESSERT (hotel and rest.); COOK HELPER, VEGETABLE (hotel and rest.); PANTRY GOODS MAKER HELPER (hotel and rest.).

### Food Assembler, Kitchen
319.484-010

Prepares meal trays in commissary kitchen for inflight service of airlines, multiunit restaurant chains, industrial caterers or educational, hospital and similar institutions, performing any combination of following duties: Reads charts to determine amount and kind of foods and supplies to be packaged. Fills individual serving cartons with portions of various foods and condiments such as cream, jams and sauces, by hand or using automatic filling machine. Portions and garnishes hot cooked foods such as meat and vegetables into individual serving dishes. Stores dishes of hot food on shelves of portable electric warming cabinet or food cart for stowing aboard airplane or transfer to restaurant or cafeteria dining unit. Removes pans of portioned salads, desserts, rolls, cream and other cold food items from refrigerator or pantry and places at appropriate stations of tray assembly counter to facilitate loading meal trays. Places food items, silverware and dishes in depression of compartmented food tray passing on conveyor belt. Examines filled tray for completeness and appearance and stores completed trays in refrigerated storage cabinets to be transported to airplane, dining room or cafeteria. May be designated according to type of food assembled as APPETIZER PACKER (hotel and rest.); CASSEROLE PREPARER (hotel and rest.); COLD-FOOD PACKER (hotel and rest.); HOT-FOOD PACKER (hotel and rest.).

## Cook, Short Order
313.361-022

Prepares and cooks to order foods requiring only short preparation time. May carve meats and fill orders from steam-table. May prepare sandwiches (SANDWICH MAKER, hotel and rest.). May serve meals to patrons over counter. May be designated according to type of food prepared as HAMBURGER-FRY COOK (hotel and rest.).. When cooking is limited to frying foods on grill, may be designated as COOK, GRIDDLE (hotel and rest.).

## Host/Hostess, Restaurant
310.137-010

Supervises and coordinates activities of dining room personnel to provide fast and courteous service to patrons: Schedules dining reservations and arranges parties or special servvices for diners. Greets guests, escorts them to tables and provides menus. Adjusts complaints of patrons. Assigns work tasks and coordinates activities of dining room personnel to insure prompt and courteous service to patrons. Inspects dining room serving stations for neatness and cleanliness and requisitions table linens and other dining room supplies for tables and serving stations. May interview, hire and discharge dining room employees. May schedule work hours and keep time records of dining room workers. May assist in planning menus.

## Cook
313.361-014

Prepares, seasons and cooks soups, meats, vegetables, desserts and other foodstuffs for consumption in hotels and restaurants: Reads menu to estimate food requirements and orders food from supplier or procures it from storage. Adjusts thermostat controls to regulate temperature of ovens, broilers, grills, roasters and steam kettles. Measures and mixes ingredients according to recipe, using variety of kitchen utensils and equipment such as blenders, mixers, grinders, slicers and tenderizers to prepare soups, salads, gravies, desserts, sauces and casseroles. Bakes, roasts, broils and steams meats, fish, vegetables and other foods. Adds seasoning to foods during mixing or cooking, according to personal judgement and experience. Observes and tests food being cooked by tasting, smelling and piercing with fork to determine that it is cooked. Carves meats, portions food on serving plates, adds gravies, sauces and garnishes servings to fill orders. May supervise other cooks and kitchen employees. May wash, peel, cut and shred vegetables and fruits to prepare them for use. May butcher chickens, fish and shellfish. May cut, trim and bone meat prior to cooking. May bake bread, rolls, cakes and pastry (BAKER, hotel and rest.). May price items on menu. Usually found in establishments having only a few employees. May be designated according to meal cooked or shift worked as COOK, DINNER (hotel and rest.): COOK, MORNING (hotel and rest.): or according to food item prepared as COOK, ROAST (hotel and rest.): or according to method of cooking as COOK, BROILER (hotel and rest.). May substitute for and relieve or assist other cooks during emergencies or rush periods and be designated COOK, RELIEF (hotel and rest.). May prepare and cook meals for institutionalized patients requiring special diets and be designated as FOOD-SERVICE WORKER (hotel and rest.). Additional titles: COOK, DESSERT (hotel and rest.); COOK, FRY (hotel and rest.); COOK, NIGHT (hotel and rest.); COOK, SAUCE (hotel and rest.); COOK, SOUP (hotel and rest.); COOK, SPECIAL DIET (hotel and rest,); COOK, VEGETABLE (hotel and rest.).

---

*Dictionary of Occupational Titles, Fourth Edition, 1977.

# EMPLOYABILITY SKILLS

In addition to the aptitudes, abilities, interests, physical requirements and job skills listed in the preceding Description of Occupation, employability skills exert a great deal of influence on a person's ability to get and keep a job. Surveys indicate that more people lose their jobs because of poor attitudes toward their job than for lack of job skills. For this reason it is important that information concerning the following employability skills be provided as an ongoing part of the program.

1. Getting a job
    a. Filling out job applications
    b. Developing a resume
    c. Preparing for a job interview

2. Keeping a job
    a. Be on time and regular in attendance
    b. Maintain a fair share of the work-load
    c. Work without supervision
    d. Meet production schedules
    e. Properly care for and use equipment
    f. Dress appropriately for the job
    g. Maintain good personal hygiene
    h. Develop and maintain good communication with supervisors and co-workers

A recent study sponsored by the Illinois Department of Adult, Vocational and Technical Education and conducted by the University of Illinois, "Survival Skills: Mastering the Human Aspects of Work", has identified twelve topics that might be developed into instructional modules for teaching occupational survival skills. The author, Robert E. Nelson, outlines these topics listed on the next page, each followed by a general objective which indicates the relationship between the topic and the survival skills required to maintain a job.

*"1. Working in an Organization: To familiarize students with the reasons for the formation of organizations and the common characteristics of organizations.

2. Understanding Self and Others: To have students develop insights into causes of human behavior and learn to interpret their own behavior and the behavior of others.

3. Motivation for Work: To have students develop an understanding of motivation for work and the ability to build positive motivations into the work they perform.

4. Interpersonal Relations: To have students understand the importance of effective communication and learn ways of communicating effectively on the job.

5. On-the-Job Communication: To have students understand the importance of effective communication and learn ways of communicating effectively on the job.

6. Using Creativity on the Job: To make students aware of their creative potential and to practice using their creative ability in hypothetical on-the-job situations.

7. Authority and Responsibility: To have students develop an understanding of the concepts of authority, power, influence, and responsibility as they apply to work situations.

8. Problem Solving: To have students develop skill in applying problem solving to their work.

9. Coping with Organizational Conflict: To make students aware of the sources and types of conflicts encountered on the job and recognize ways of coping with conflicts in an organization.

10. Coping with Organizational Change: To make students aware of the process of organizational change and the techniques for coping with organizational change.

11. Leadership: To have students recognize the need for leadership in work groups and increase their understanding of the leadership role in work situations.

12. Adapting and Planning for the Future: To have students develop perspectives of work in the future and the ability to plan for anticipated changes in their work roles."

---

*Abstracted from the article, "Survival Skills: Mastering the Human Aspects of Work," by Robert E. Nelson, American Vocational Journal, November, 1977.

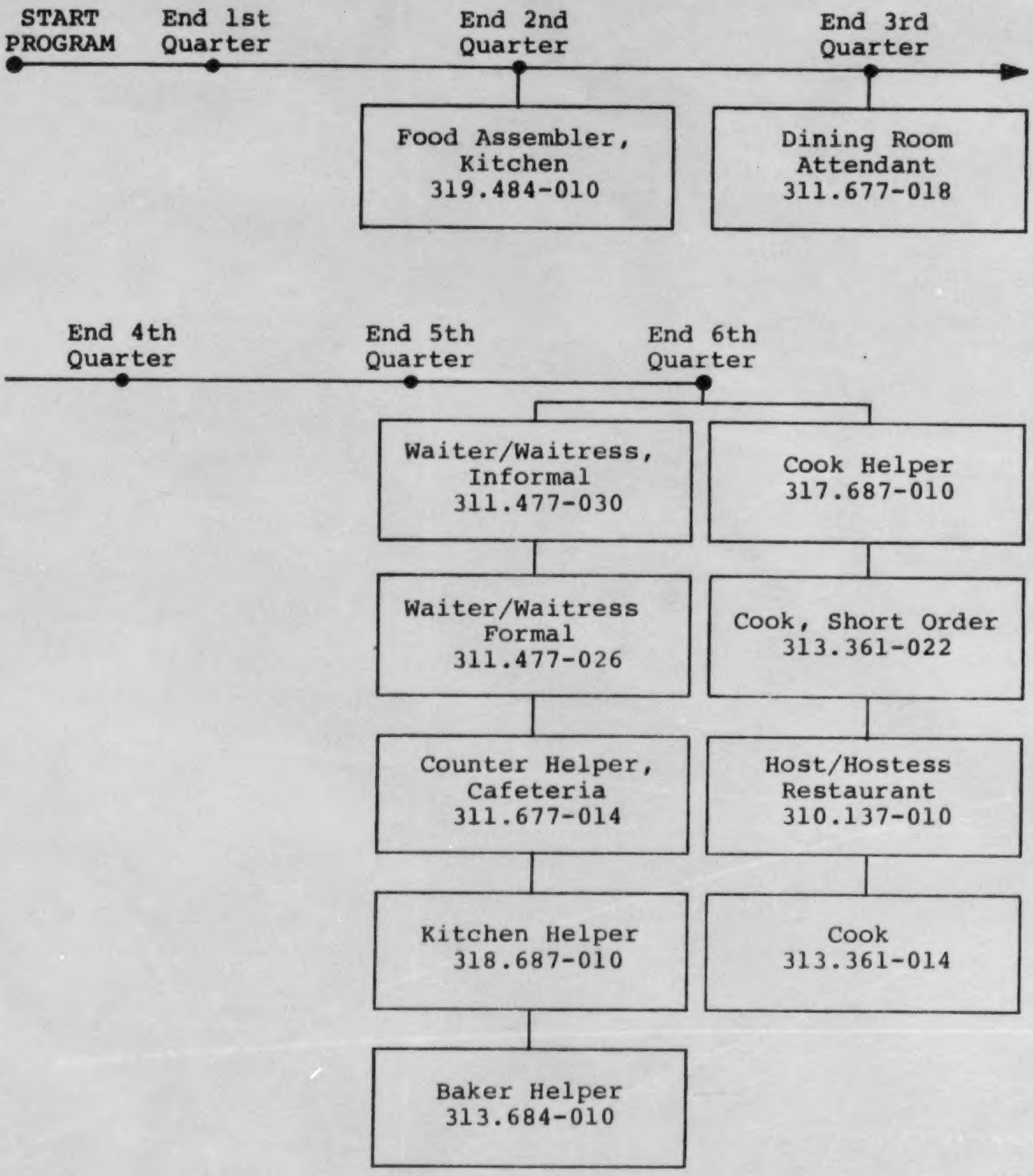
## FOOD SERVICE EXIT POINTS

The diagrams on the following pages showing the occupational exit points by quarter and semester are based on the curriculum Structure and Suggested Course Outline presented in this curriculum guide. They graphically illustrate the points in the Food Service program where the student should have acquired the competencies necessary for entry level employment into the job classification indicated.

These diagrams are based only on one sequence of teaching. The exit points may be rearranged by teaching the units in a different order. This flexibility allows the teacher to sequence the courses according to local preference. It also allows the curriculum to be individualized where individualization is preferred.

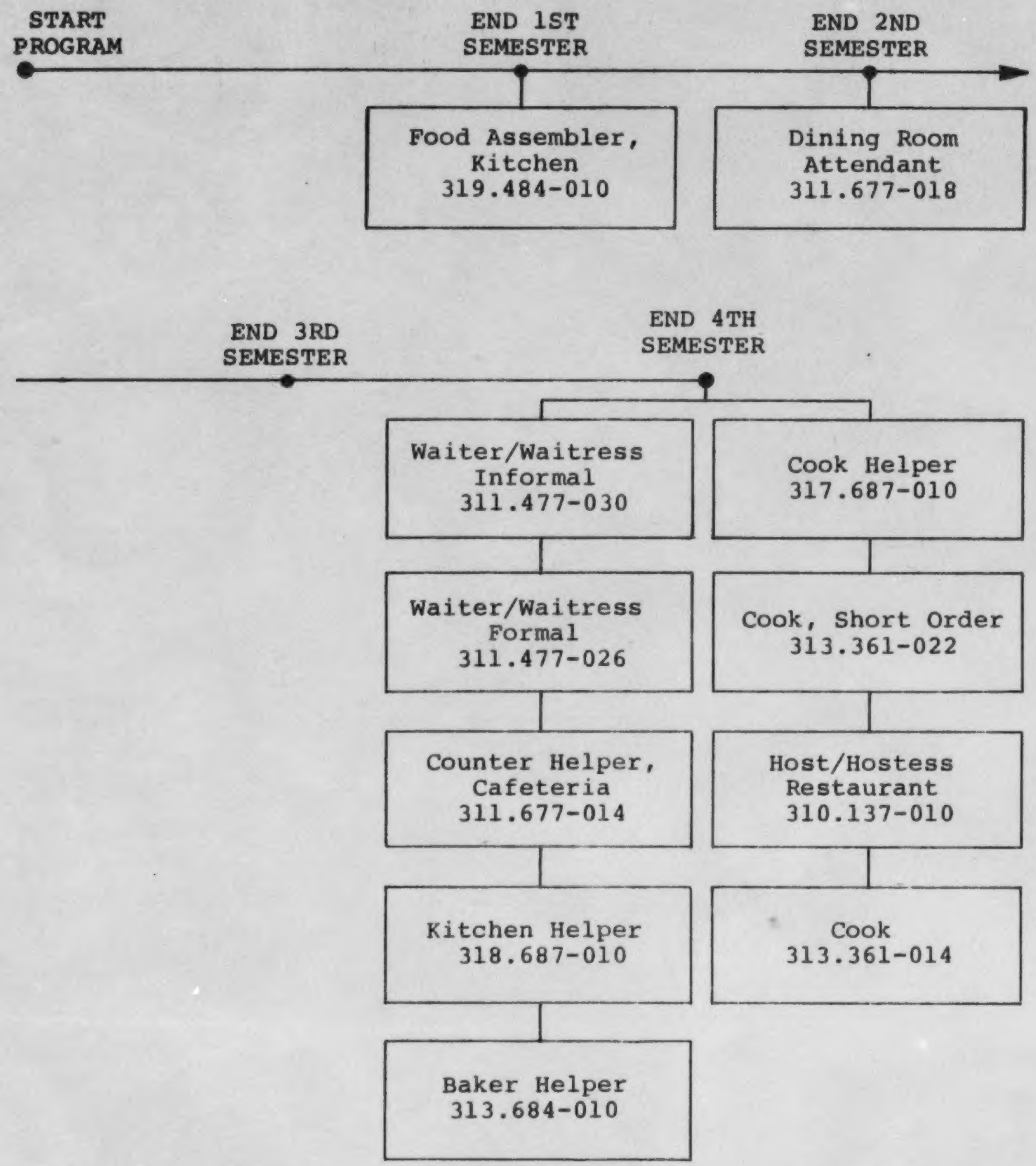
# FOOD SERVICE EXIT POINTS

## By Quarter


START PROGRAM
End 1st Quarter
End 2nd Quarter
End 3rd Quarter
Food Assembler, Kitchen 319.484-010
Dining Room Attendant 311.677-018
End 4th Quarter
End 5th Quarter
End 6th Quarter
Waiter/Waitress, Informal 311.477-030
Waiter/Waitress Formal 311.477-026
Counter Helper, Cafeteria 311.677-014
Kitchen Helper 318.687-010
Baker Helper 313.684-010
Cook Helper 317.687-010
Cook, Short Order 313.361-022
Host/Hostess Restaurant 310.137-010
Cook 313.361-014

# FOOD SERVICE EXIT POINTS

By Semester


START PROGRAM
END 1ST SEMESTER
END 2ND SEMESTER
Food Assembler, Kitchen 319.484-010
Dining Room Attendant 311.677-018
END 3RD SEMESTER
END 4TH SEMESTER
Waiter/Waitress Informal 311.477-030
Cook Helper 317.687-010
Waiter/Waitress Formal 311.477-026
Cook, Short Order 313.361-022
Counter Helper, Cafeteria 311.677-014
Host/Hostess Restaurant 310.137-010
Kitchen Helper 318.687-010
Cook 313.361-014
Baker Helper 313.684-010

## TASK LISTING BY D.O.T. CODE

In this section the occupational exit points from the curriculum are cross referenced with the tasks which are required for employment in each job title. On the line following each task an X appears in the column of each job title to which the task applies. All the tasks listed in this matrix are taught in the curriculum presented in this guide. A detailed treatment of each task appears in the Unit Guides section of this curriculum guide.

# TASK LISTING BY D.O.T. CODE

## FOOD SERVICES

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DOT DESCRIPTION | Dining Room Attendant | Counter Attendant, Cafeteria | Waiter/Waitress, Informal | Waiter/Waitress, Formal | Kitchen Helper | Baker Helper | Cook Helper | Food Assembler, Kitchen | Cook, Short Order | Host/Hostess, Restaurant | Cook | |
| | DOT NO. | 311.677-018 | 311.677-014 | 311.477-030 | 311.477-026 | 318.687-010 | 313.684-010 | 317.687-010 | 319.484-010 | 313.361-022 | 310.137-010 | 313.361-014 | |
| **TASK NO.** | **TASK NAME** | | | | | | | | | | | | |
| | Performance Group 1 - Personal Hygiene and Sanitation | | | | | | | | | | | | |
| 1.01 | Understanding prescribed personal hygiene | X | X | X | X | X | X | X | X | X | X | X | |
| 1.02 | Identifying and controlling microorganisms that cause | X | X | X | X | X | X | X | X | X | X | X | |
| | contamination and illness | | | | | | | | | | | | |
| 1.03 | Identifying common pests and pest prevention procedures | X | X | X | X | X | X | X | X | X | X | X | |
| 1.04 | Fundamental cleaning and sanitizing | X | X | X | X | X | X | X | X | X | X | X | |
| 1.05 | Following sanitary waste disposal procedures | X | X | X | X | X | X | X | | | | | |
| 1.06 | Washing dishes and utensils | X | X | X | X | X | X | X | | | | | |
| 1.07 | Cleaning and sanitizing food preparation, food service | X | X | X | X | X | X | X | | | | | |
| | and food storage areas | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

## TASK LISTING BY D.O.T. CODE

### FOOD SERVICES

| TASK NO. | TASK NAME | DOT DESCRIPTION | Dining Room Attendant | Counter Attendant, Cafeteria | Waiter/Waitress, Informal | Waiter/Waitress, Formal | Kitchen Helper | Baker Helper | Cook Helper | Food Assembler, Kitchen | Cook, Short Order | Host/Hostess, Restaurant | Cook | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | DOT NO. | 311.677-018 | 311.677-014 | 311.477-030 | 311.477-026 | 318.687-010 | 313.684-010 | 317.687-010 | 319.484-010 | 313.361-022 | 310.137-010 | 313.361-014 | |
| | Performance Group 2 - Safety | | | | | | | | | | | | | |
| 2.01 | Creating a safe working environment | | X | X | X | X | X | X | X | X | X | X | X | |
| 2.02 | Following fire safety procedures | | X | X | X | X | X | X | X | X | X | X | X | |
| 2.03 | Identifying first aid procedures | | X | X | X | X | X | X | X | X | X | X | X | |
| | | | | | | | | | | | | | | |
| | Performance Group 3 - Tools and Equipment | | | | | | | | | | | | | |
| 3.01 | Identifying, selecting and using small tools and utensils | | | X | | | X | X | X | X | X | X | X | |
| 3.02 | Selecting, using and caring for knives | | | X | | | X | X | X | X | X | X | X | |
| 3.03 | Using food cutting equipment | | | X | | | X | X | X | X | X | X | X | |
| 3.04 | Using food steming equipment | | | X | | | X | X | X | X | X | X | X | |
| 3.05 | Using food mixing equipment | | | X | | | X | X | X | X | X | X | X | |

## TASK LISTING BY D.O.T. CODE

## FOOD SERVICES

| TASK NO. | TASK NAME | Dining Room Attendant<br>311.677-018 | Counter Attendant, Cafeteria<br>311.677-014 | Waiter/Waitress, Informal<br>311.477-030 | Waiter/Waitress, Formal<br>311.477-026 | Kitchen Helper<br>318.687-010 | Baker Helper<br>313.684-010 | Cook Helper<br>317.687-010 | Food Assembler, Kitchen<br>319.484-010 | Cook, Short Order<br>313.361-022 | Host/Hostess, Restaurant<br>310.137-010 | Cook<br>313.361-014 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3.06 | Using and caring for surface cooking equipment | | X | | | X | X | X | X | X | X | X | |
| 3.07 | Using and cleaning deep fat frying equipment | | X | | | X | X | X | X | X | X | X | |
| 3.08 | Using and caring for toasters | | X | | | X | X | X | X | X | X | X | |
| 3.09 | Using and caring for ovens | | X | | | X | X | X | X | X | X | X | |
| 3.10 | Using and caring for serving and holding equipment | | X | | | X | X | X | X | X | X | X | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | Performance Group 4 - Weights, Measures and Recipes | | | | | | | | | | | | |
| 4.01 | Demonstrating weighing and measuring techniques and procedures | | X | | | X | X | X | X | X | | X | |
| 4.02 | Following recipes | | X | | | X | X | X | X | X | | X | |
| 4.03 | Calculating recipe adjustments | | | | | X | X | X | X | X | | X | |

# TASK LISTING BY D.O.T. CODE

## FOOD SERVICES

| | DOT DESCRIPTION | Dining Room Attendant | Counter Attendant, Cafeteria | Waiter/Waitress, Informal | Waiter/Waitress, Formal | Kitchen Helper | Baker Helper | Cook Helper | Food Assembler, Kitchen | Cook, Short Order | Host/Hostess, Restaurant | Cook | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DOT NO. | 311.677-018 | 311.677-014 | 311.477-030 | 311.477-026 | 318.687-010 | 313.684-010 | 317.687-010 | 319.484-010 | 313.361-022 | 310.137-010 | 313.361-014 | |
| TASK NO. | TASK NAME | | | | | | | | | | | | |
| | Performance Group 5 - Nutrition | | | | | | | | | | | | |
| 5.01 | Fundamentals of nutrition | X | X | X | X | X | X | X | X | X | X | X | |
| 5.02 | Developing a nutritionally complete diet | X | X | X | X | X | X | X | X | X | X | X | |
| 5.03 | Planning nutritious meals | | | | | | | | | | | X | |
| 5.04 | Identifying special nutritional diets | | | X | X | | | X | X | X | | X | |
| 5.05 | Preserving the nutritional value of foods | | | | | X | X | X | X | X | X | X | |
| 5.06 | Understanding the nutrient labels of processed foods | X | X | X | X | X | X | X | X | X | | X | |
| | | | | | | | | | | | | | |
| | Performance Group 6 - Functions of Basic Ingredients | | | | | | | | | | | | |
| 6.01 | Identifying the functions of basic ingredients | | | | | X | X | X | | X | | X | |
| | used in baking | | | | | | | | | | | | |

## TASK LISTING BY D.O.T. CODE

### FOOD SERVICES

| TASK NO. | TASK NAME | Dining Room Attendant | Counter Attendant, Cafeteria | Waiter/Waitress, Informal | Waiter/Waitress, Formal | Kitchen Helper | Baker Helper | Cook Helper | Food Assembler, Kitchen | Cook, Short Order | Host/Hostess, Restaurant | Cook | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DOT NO. | 311.677-018 | 311.677-014 | 311.477-030 | 311.477-026 | 318.687-010 | 313.684-010 | 317.687-010 | 319.484-010 | 313.361-022 | 310.137-010 | 313.361-014 | |
| 6.02 | Using leavening agents | | | | | X | X | X | | X | | X | |
| 6.03 | Using fats | | | | | X | X | X | | X | | X | |
| 6.04 | Using sugar | | | | | X | X | X | | X | | X | |
| 6.05 | Using eggs | | | | | X | X | X | | X | | X | |
| 6.06 | Using milk and milk products | | | | | X | X | X | | X | | X | |
| 6.07 | Using starches and thickening agents | | | | | X | X | X | | X | | X | |
| 6.08 | Using seasonings | | X | | | X | X | X | | X | | X | |
| 6.09 | Using nuts | | | | | X | X | X | | X | | X | |
| | | | | | | | | | | | | | |
| | Performance Group 7 - Cooking Methods and Preparation | | | | | | | | | | | | |
| 7.01 | Identifying the basic methods of heating foods | | X | | | X | X | X | X | X | | X | |

## TASK LISTING BY D.O.T. CODE

## FOOD SERVICES

| | DOT DESCRIPTION | Dining Room Attendant | Counter Attendant, Cafeteria | Waiter/Waitress, Informal | Waiter/Waitress, Formal | Kitchen Helper | Baker Helper | Cook Helper | Food Assembler, Kitchen | Cook, Short Order | Host/Hostess, Restaurant | Cook | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DOT NO. | 311.677-018 | 311.677-014 | 311.477-030 | 311.477-026 | 318.687-010 | 313.684-010 | 317.687-010 | 319.484-010 | 313.361-022 | 310.137-010 | 313.361-014 | |
| TASK NO. | TASK NAME | | | | | | | | | | | | |
| | Performance Group 8 - Breads | | | | | | | | | | | | |
| 8.01 | Preparing quick breads | | | | | | X | | | X | | X | |
| 8.02 | Preparing basic yeast bread products | | | | | | X | | | X | | X | |
| 8.03 | Preparing sweetdough products | | | | | | X | | | X | | X | |
| 8.04 | Preparing breakfast breads and quick breads | | | | | | X | | | X | | X | |
| 8.05 | Preparing crepes (French pancakes) | | | | | | X | | | X | | X | |
| 8.06 | Preparing cream puffs and eclairs | | | | | | X | | | X | | X | |
| | | | | | | | | | | | | | |
| | Performance Group 9 - Pie Doughs and Fillings | | | | | | | | | | | | |
| 9.01 | Preparing piecrusts | | | | | | X | | | X | | X | |
| 9.02 | Assembling and baking pies with fruit fillings | | | | | | X | | | X | | X | |

# TASK LISTING BY D.O.T. CODE

## FOOD SERVICES

| TASK NO. | TASK NAME | Dining Room Attendant | Counter Attendant, Cafeteria | Waiter/Waitress, Informal | Waiter/Waitress, Formal | Kitchen Helper | Baker Helper | Cook Helper | Food Assembler, Kitchen | Cook, Short Order | Host/Hostess, Restaurant | Cook | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DOT NO. | 311.677-018 | 311.677-014 | 311.477-030 | 311.477-026 | 318.687-010 | 313.684-010 | 317.687-010 | 319.484-010 | 313.361-022 | 310.137-010 | 313.361-014 | |
| 9.03 | Assembling and baking pies with non-fruit fillings | | | | | | X | | | X | | X | |
| | | | | | | | | | | | | | |
| | Performance Group 10 - Cakes, Icings and Cookies | | | | | | | | | | | | |
| 10.01 | Preparing cakes | | | | | | X | | | X | | X | |
| 10.02 | Preparing icings | | | | | | X | | | X | | X | |
| 10.03 | Icing and decorating cakes | | | | | | X | | | X | | X | |
| 10.04 | Preparing cookies | | | | | | X | X | | X | | X | |
| | | | | | | | | | | | | | |
| | Performance Group 11 - Meats, Poultry, Fish and Shellfish | | | | | | | | | | | | |
| 11.01 | Identifying principles of meat, poultry and seafood cookery | | X | | | | | X | | X | | X | |
| 11.02 | Identifying characteristics of meats important for food preparation tasks | | X | | | | | X | | X | | X | |

# TASK LISTING BY D.O.T. CODE

## FOOD SERVICES

| TASK NO. | TASK NAME | Dining Room Attendant | Counter Attendant, Cafeteria | Waiter/Waitress, Informal | Waiter/Waitress, Formal | Kitchen Helper | Baker Helper | Cook Helper | Food Assembler, Kitchen | Cook, Short Order | Host/Hostess, Restaurant | Cook | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DOT NO. | 311.677-018 | 311.677-014 | 311.477-030 | 311.477-026 | 318.687-010 | 313.684-010 | 317.687-010 | 319.484-010 | 313.361-022 | 310.137-010 | 313.361-014 | |
| 11.03 | Identifying cuts of meat animals | | X | | | | | X | | X | | X | |
| 11.04 | Identifying characteristics of poultry important for food preparation tasks | | X | | | | | X | | X | | X | |
| 11.05 | Identifying characteristics of fish and shellfish important for food preparation tasks | | X | | | | | X | | X | | X | |
| 11.06 | Tenderizing meats | | | | | | | X | | X | | X | |
| 11.07 | Roasting and baking meats, poultry and fish | | | | | | | X | | X | | X | |
| 11.08 | Broiling and pan broiling meats, poultry and fish | | | | | | | X | | X | | X | |
| 11.09 | Cooking meats, poultry, fish and shellfish by moist heat methods | | | | | | | X | | X | | X | |
| 11.10 | Cooking meats, poultry, fish and shellfish in a fat medium | | | | | | | X | | X | | X | |

## TASK LISTING BY D.O.T. CODE

### FOOD SERVICES

| TASK NO. | TASK NAME | Dining Room Attendant<br>311.677-018 | Counter Attendant, Cafeteria<br>311.677-014 | Waiter/Waitress, Informal<br>311.477-030 | Waiter/Waitress, Formal<br>311.477-026 | Kitchen Helper<br>318.687-010 | Baker Helper<br>313.684-010 | Cook Helper<br>317.687-010 | Food Assembler, Kitchen<br>319.484-010 | Cook, Short Order<br>313.361-022 | Host/Hostess, Restaurant<br>310.137-010 | Cook<br>313.361-014 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11.11 | Preparing breakfast eggs | | | | | | | X | | X | | X | |
| 11.12 | Preparing casseroles | | | | | | | X | | X | | X | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | Performance Group 12 - Vegetables and Fruits | | | | | | | | | | | | |
| 12.01 | Selecting and preparing fresh fruits and vegetables | | | | | | | X | | X | | X | |
| 12.02 | Identifying the principles of vegetable cookery | | | | | | | X | | X | | X | |
| 12.03 | Baking vegetables | | | | | | | X | | X | | X | |
| 12.04 | Steaming fresh and frozen vegetables | | | | | | | X | | X | | X | |
| 12.05 | Broiling fresh and frozen vegetables | | | | | | | X | | X | | X | |
| 12.06 | Frying vegetables | | | | | | | X | | X | | X | |
| 12.07 | Preparing and cooking dried legumes | | | | | | | X | | X | | X | |

# TASK LISTING BY D.O.T. CODE

## FOOD SERVICES

| TASK NO. | TASK NAME | Dining Room Attendant<br>311.677-018 | Counter Attendant, Cafeteria<br>311.677-014 | Waiter/Waitress, Informal<br>311.477-030 | Waiter/Waitress, Formal<br>311.477-026 | Kitchen Helper<br>318.687-010 | Baker Helper<br>313.684-010 | Cook Helper<br>317.687-010 | Food Assembler, Kitchen<br>319.484-010 | Cook, Short Order<br>313.361-022 | Host/Hostess, Restaurant<br>310.137-010 | Cook<br>313.361-014 |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12.08 | Cooking fruits |  |  |  |  |  | X | X |  | X |  | X |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Performance Group 13 - Stocks and Soups |  |  |  |  |  |  |  |  |  |  |  |  |
| 13.01 | Preparing stocks |  |  |  |  |  |  | X |  |  |  | X |  |
| 13.02 | Preparing soups |  |  |  |  |  |  | X |  |  |  | X |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Performance Group 14 - Sauces and Gravy |  |  |  |  |  |  |  |  |  |  |  |  |
| 14.01 | Preparing basic sauces |  |  |  |  |  |  | X |  |  |  | X |  |
| 14.02 | Preparing vegetable sauces |  |  |  |  |  |  |  |  |  |  | X |  |
| 14.03 | Preparing dessert or sweet sauces |  |  |  |  |  | X |  |  |  |  | X |  |
| 14.04 | Preparing gravy |  |  |  |  |  |  | X |  |  |  | X |  |

# TASK LISTING BY D.O.T. CODE

## FOOD SERVICES

| | DOT DESCRIPTION | Dining Room Attendant | Counter Attendant, Cafeteria | Waiter/Waitress, Informal | Waiter/Waitress, Formal | Kitchen Helper | Baker Helper | Cook Helper | Food Assembler, Kitchen | Cook, Short Order | Host/Hostess, Restaurant | Cook | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DOT NO. | 311.677-018 | 311.677-014 | 311.477-030 | 311.477-026 | 318.687-010 | 313.684-010 | 317.687-010 | 319.484-010 | 313.361-022 | 310.137-010 | 313.361-014 | |
| TASK NO. | TASK NAME | | | | | | | | | | | | |
| | Performance Group 15 - Starchy/Rich Food Products | | | | | | | | | | | | |
| 15.01 | Preparing cereals and pastes | | | | | | | | | X | | X | |
| 15.02 | Preparing stuffing | | | | | | | X | | X | | X | |
| | Performance Group 16 - Special Desserts | | | | | | | | | | | | |
| 16.01 | Preparing pudding, custard and souffle' desserts | | | | | | X | X | | X | | X | |
| 16.02 | Preparing ice cream desserts | | | | | | | | | | | X | |
| 16.03 | Preparing puff pastries | | | | | | X | | | | | X | |
| | Performance Group 17 - Salads and Salad Dressings | | | | | | | | | | | | |
| 17.01 | Preparing salads | | X | X | X | | | X | X | | | X | |

# TASK LISTING BY D.O.T. CODE

## FOOD SERVICES

| | DOT DESCRIPTION | Dining Room Attendant | Counter Attendant, Cafeteria | Waiter/Waitress, Informal | Waiter/Waitress, Formal | Kitchen Helper | Baker Helper | Cook Helper | Food Assembler, Kitchen | Cook, Short Order | Host/Hostess, Restaurant | Cook |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DOT NO. | 311.677-018 | 311.677-014 | 311.477-030 | 311.477-026 | 318.687-010 | 313.684-010 | 317.687-010 | 319.484-010 | 313.361-022 | 310.137-010 | 313.361-014 |
| TASK NO. | TASK NAME | | | | | | | | | | | |
| 17.02 | Preparing salad dressings | | | X | X | | | X | X | X | | X |
| | Performance Group 18 - Appetizers and Garnishes | | | | | | | | | | | |
| 18.01 | Preparing appetizers | | | X | X | | | X | | | | X |
| 18.02 | Preparing garnishes | | X | X | X | X | | X | | X | | X |
| | Performance Group 19 - Sandwich Preparation | | | | | | | | | | | |
| 19.01 | Preparing sandwiches | | X | | | | | | | X | | X |
| | Performance Group 20 - Beverages | | | | | | | | | | | |
| 20.01 | Preparing, serving and dispensing beverages | | X | X | X | | | | | | X | X |

# TASK LISTING BY D.O.T. CODE

## FOOD SERVICES

| TASK NO. | TASK NAME | Dining Room Attendant | Counter Attendant, Cafeteria | Waiter/Waitress, Informal | Waiter/Waitress, Formal | Kitchen Helper | Baker Helper | Cook Helper | Food Assembler, Kitchen | Cook, Short Order | Host/Hostess, Restaurant | Cook | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DOT. NO. | 311.677-018 | 311.677-014 | 311.477-030 | 311.477-026 | 318.687-010 | 313.684-010 | 317.687-010 | 319.687-010 | 313.361-022 | 310.137-010 | 313.361-014 | |
| | | | | | | | | | | | | | |
| | Performance Group 21 - Service Personnel | | | | | | | | | | | | |
| 21.01 | Arranging dining area for service | X | X | X | X | | | | | | | X | |
| 21.02 | Serving customers | X | X | X | X | | | | | | | X | |
| | | | | | | | | | | | | | |
| | Performance Group 22 - Management | | | | | | | | | | | | |
| 22.01 | Purchasing, receiving, storing and issuing food and supplies | | | | | | | | | | | X | |
| 22.02 | Directing personnel and controlling production | | | | | | | | | | X | X | |
| 22.03 | Directing merchandising and public relations | | | | | | | | | | | X | |
| 22.04 | Accounting and record keeping | | | | | | | | | | | X | |
| | | | | | | | | | | | | | |

# SECTION IV

## CURRICULUM STRUCTURE & COURSE OUTLINE

# CURRICULUM STRUCTURE

The following two examples of curriculum structure are provided to illustrate the different ways a Food Service curriculum can be structured. The examples are not intended to imply there are no other ways to structure the curriculum.

Both alternatives are based on the Suggested Course Outline. One alternative is designed to be implemented by schools using a quarter reporting system. The other is based on the semester system. The time estimates of each alternative vary according to local program objectives. The actual amount of time required for each course will depend upon the instructor, the students and facilities available.

Instructors are encouraged to structure their curriculum and make time estimates based on their experience, industry requirements, student's needs and the local facilities (classroom, equipment, lab) available.

## FOOD SERVICE CURRICULUM STRUCTURE

### Alternative I

| Course Number | Course | Clock Hours |
|---|---|---|
| | First Quarter | |
| | Food Management, Production and Services I | |
| | Orientation to the Food Service Industry | 10 |
| | Personal Hygiene and Sanitation | 20 |
| | Safety | 10 |
| | Weights, Measures and Recipes | 8 |
| | Service Personnel | 10 |
| | Tools and Equipment | 22 |
| | Quick Breads | 20 |
| | Cookies | 10 |
| | Salads and Salad Dressings | 10 |
| | | 120 |
| | Second Quarter | |
| | Food Management, Production and Services I | |
| | Pie Doughs | 10 |
| | Vegetables and Fruits | 20 |
| | Cakes and Icings | 20 |
| | Nutrition | 30 |
| | Principles of Frying | 20 |
| | Egg Cookery | 12 |
| | Sandwich Preparation | 4 |
| | Beverages | 4 |
| | | 120 |
| | Third Quarter | |
| | Food Management, Production and Services I | |
| | Service Personnel | 20 |
| | Dairy Products Cookery | 30 |
| | Meats, Poultry, Fish and Shellfish | 70 |
| | | 120 |
| | Fourth Quarter | |
| | Food Management, Production and Services II | |
| | Trends in the Food Service Industry | 10 |
| | Personal Hygiene and Sanitation | 9 |
| | Safety | 4 |

| Course Number | Course | Clock Hours |
|---|---|---|
| | Tools and Equipment | 13 |
| | Weights, Measures and Recipes | 4 |
| | Functions of Basic Ingredients | 17 |
| | Cooking Methods and Preparation | 3 |
| | Breads | 20 |
| | Pies | 10 |
| | Stocks and Soups | 10 |
| | Work Experience | 20 |
| | | 120 |
| | Fifth Quarter | |
| | Food Management, Production and Services II | |
| | Diet and Menu Planning | 20 |
| | Service Personnel | 20 |
| | Meats, Poultry, Fish and Shellfish | 20 |
| | Vegetables and Fruits | 20 |
| | Work Experience | 40 |
| | | 120 |
| | Sixth Quarter | |
| | Food Management, Production and Services II | |
| | Starchy/Rich Food Products | 10 |
| | Sauces and Gravy | 10 |
| | Appetizers and Garnishes | 6 |
| | Special Desserts | 10 |
| | Cakes and Icings (Cake decorating) | 24 |
| | Management | 20 |
| | Work Experience | 40 |
| | | 120 |

# FOOD SERVICE CURRICULUM STRUCTURE

## Alternative II

| Course Number | Course | Clock Hours |
|---|---|---|
| | First Semester | |
| | **Food Management, Production and Services I** | |
| | Orientation to the Food Service Industry | 10 |
| | Personal Hygiene and Sanitation | 20 |
| | Safety | 10 |
| | Weights, Measures and Recipes | 8 |
| | Service Personnel | 10 |
| | Tools and Equipment | 22 |
| | Quick breads | 20 |
| | Cookies | 10 |
| | Salads and Salad Dressings | 10 |
| | Pie Doughs | 10 |
| | Nutrition | 30 |
| | Egg Cookery | 12 |
| | Sandwich Preparation | 4 |
| | Beverages | 4 |
| | | 180 |
| | Second Semester | |
| | **Food Management, Production and Services I** | |
| | Vegetables and Fruits | 20 |
| | Cakes and Icings | 20 |
| | Principles of Frying | 20 |
| | Service Personnel | 20 |
| | Dairy Products Cookery | 30 |
| | Meats, Poultry, Fish and Shellfish | 70 |
| | | 180 |
| | Third Semester | |
| | **Food Management, Production and Services II** | |
| | Trends in the Food Service Industry | 10 |
| | Personal Hygiene and Sanitation | 9 |
| | Safety | 4 |
| | Tools and Equipment | 13 |
| | Weights, Measures and Recipes | 4 |
| | Functions of Basic Ingredients | 17 |
| | Cooking Methods and Preparation | 3 |
| | Breads | 20 |

| Course Number | Course | Clock Hours |
|---|---|---|
| | Pies | 10 |
| | Stocks and Soups | 10 |
| | Diet and Menu Planning | 20 |
| | Service Personnel | 20 |
| | Work Experience | 40 |
| | | 180 |
| | Fourth Semester | |
| | Food Management, Production and Services II | |
| | Meats, Poultry, Fish and Shellfish | 20 |
| | Vegetables and Fruits | 20 |
| | Starchy/Rich Food Products | 10 |
| | Sauces and Gravy | 10 |
| | Appetizers and Garnishes | 6 |
| | Special Desserts | 10 |
| | Cakes and Icings (Cake Decorating) | 24 |
| | Management | 20 |
| | Work Experience | 60 |
| | | 180 |

# FOOD SERVICE SUGGESTED COURSE OUTLINE

The following sample quarter and semester outlines represent one suggested order for teaching the tasks that will qualify  the student for employment in the occupational job titles that have been specified.  This is not the only acceptable order for teaching the tasks.  Therefore, the instructor should use whatever degree of latitude is desirable in designing the local curriculum, so long as the prerequisites to some tasks are recognized and so long as specific occupational exit points are the end product.

This flexibility of sequence is an aid in designing separate courses and is also well suited for designing course content for individual students.

# FOOD SERVICE SUGGESTED COURSE OUTLINE

## Quarter I

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| | Orientation to the Food Service Industry | 10 |
| | **Performance Group: Personal Hygiene and Sanitation** | |
| 1.01 | Understanding prescribed personal hygiene | 4 |
| 1.02 | Identifying and controlling micro-organisms that cause contamination and illness | 4 |
| 1.03 | Identifying common pests and pest prevention procedures | 2 |
| 1.04 | Cleaning and sanitizing | 4 |
| 1.05 | Following sanitary waste disposal procedures | 1 |
| 1.06 | Washing dishes and utensils | 1 |
| 1.07 | Cleaning and sanitizing food preparation, food service and food storage areas | 4 |
| | **Performance Group: Safety** | |
| 2.01 | Creating a safe working environment | 4 |
| 2.02 | Following fire safety procedures | 3 |
| 2.03 | Identifying first aid procedures | 3 |
| | **Performance Group: Weights, Measures, and Recipes** | |
| 4.01 | Demonstrating weighing and measuring techniques and procedures | 3 |
| 4.02 | Following recipes | 3 |
| 4.03 | Calculating recipe adjustments | 2 |
| | **Performance Group: Service Personnel** | |
| 21.01 | Arranging dining area for service | 10 |
| | **Performance Group: Tools and Equipment** | |
| 3.01 | Identifying, selecting and using small tools and utensils | 4 |
| 3.02 | Selecting, using and caring for knives | 2 |
| 3.03 | Using food cutting equipment | 2 |

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| 3.04 | Using food steaming equipment | 2 |
| 3.05 | Using food mixing equipment | 2 |
| 3.06 | Using and caring for surface cooking equipment | 3 |
| 3.07 | Using and cleaning deep fat frying equipment | 2 |
| 3.08 | Using and caring for toasters | 1 |
| 3.09 | Using and caring for ovens | 1 |
| 3.10 | Using and caring for service and holding equipment | 3 |
|  | Performance Group: Functions of Basic Ingredients |  |
| 6.01 | Identifying the functions of basic ingredients used in baking | 4 |
|  | Performance Group: Cooking Methods and Preparation |  |
| 7.01 | Identifying the basic methods of heating foods | 6 |
|  | Performance Group: Breads |  |
| 8.01 | Preparing quick breads | 6 |
| 8.04 | Preparing breakfast breads and quick bread | 4 |
|  | Performance Group: Cakes, Icings and Cookies |  |
| 10.04 | Preparing cookies | 10 |
|  | Performance Group: Salads and Salad Dressings |  |
| 17.01 | Preparing salads | 6 |
| 17.02 | Preparing salad dressings | 4 |
|  | TOTAL Quarter Hours | 120 |

## Quarter II

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| | Performance Group: Pie Doughs and Fillings | |
| 9.01 | Preparing pie crusts | 10 |
| | Performance Group: Vegetables and Fruits | |
| 12.01 | Selecting and preparing fresh fruits and vegetables | 4 |
| 12.02 | Identifying the principles of vegetable cookery | 2 |
| 12.03 | Baking vegetables | 2 |
| 12.04 | Steaming fresh and frozen vegetables | 3 |
| 12.05 | Boiling fresh and frozen vegetables | 3 |
| 12.06 | Frying vegetables | 2 |
| 12.07 | Preparing and cooking dried legumes | 2 |
| 12.08 | Cooking fruits | 2 |
| | Performance Group: Functions of Basic Ingredients | |
| 6.04 | Using sugar | 4 |
| | Performance Group: Cakes, Icings, and Cookies | |
| 10.01 | Preparing cakes | 6 |
| 10.02 | Preparing icings | 4 |
| 10.03 | Icing and decorating cakes | 6 |
| | Performance Group: Nutrition | |
| 5.01 | Understanding the fundamentals of nutrition | 8 |
| 5.02 | Developing a nutritionally complete diet | 6 |
| 5.03 | Planning meals with variety and nutritional balance | 6 |
| 5.04 | Identifying special nutritional diets | 4 |
| 5.05 | Preserving the nutritional value of foods | 4 |
| 5.06 | Understanding the nutrient labels of processed foods | 2 |
| | Performance Group: Tools and Equipment | |
| 3.07 | Using and cleaning deep fat frying equipment | 4 |

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| | Performance Group: Meats, Poultry, Fish and Shellfish | |
| 11.01 | Cooking meats, poultry, fish and shellfish in a fat medium | 10 |
| | Performance Group: Vegetables and Fruits | |
| 12.06 | Frying vegetables | 6 |
| | Performance Group: Functions of Basic Ingredients | |
| 6.05 | Using eggs | 8 |
| | Performance Group: Meats, Poultry, Fish and Shellfish | |
| 11.11 | Preparing breakfast eggs (egg cookery) | 4 |
| | Performance Group: Sandwich Preparation | |
| 19.01 | Preparing Sandwiches | 4 |
| | Performance Group: Beverages | |
| 20.01 | Preparing, serving and dispensing beverages | 4 |
| | TOTAL Quarter Hours | 120 |

## Quarter III

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| | **Performance Group: Service Personnel** | |
| 21.01 | Arranging dining area for service | 5 |
| 21.02 | Serving customers | 15 |
| | **Performance Group: Functions of Basic Ingredients** | |
| 6.05 | Using eggs | 7 |
| 6.06 | Using milk and milk products | 8 |
| | **Performance Group: Sauces and Gravy** | |
| 14.01 | Preparing basic sauces | 15 |
| | **Performance Group: Meats, Poultry, Fish and Shellfish** | |
| 11.01 | Identifying principles of meat, poultry, and seafood cookery | 10 |
| 11.02 | Identifying characteristics of meats important for food preparation tasks | 7 |
| 11.03 | Identifying cuts of meat animals | 7 |
| 11.04 | Identifying characteristics of poultry important for food preparation tasks | 7 |
| 11.05 | Identifying characteristics of fish and shellfish important for food preparation tasks | 7 |
| 11.06 | Tenderizing meats | 4 |
| 11.07 | Roasting and baking meats, poultry and fish | 8 |
| 11.08 | Broiling and pan broiling meats, poultry and fish | 8 |
| 11.09 | Cooking meats, poultry, fish and shellfish by moist heat methods | 8 |
| 11.12 | Preparing casseroles | 4 |
| | TOTAL Quarter Hours | 120 |

## Quarter IV

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| | Trends in the Food Service Industry | 10 |
| | Performance Group: Personal Hygiene and Sanitation | |
| 1.01 | Understanding prescribed personal hygiene | 2 |
| 1.02 | Identifying and controlling microorganisms that cause contamination and illness | 1 |
| 1.03 | Identifying common pests and pest prevention procedures | 1 |
| 1.04 | Cleaning and sanitizing | 1 |
| 1.05 | Following sanitary waste disposal procedures | 1 |
| 1.06 | Washing dishes and utensils | 1 |
| 1.07 | Cleaning and sanitizing food preparation, food service and food storage areas | 2 |
| | Performance Group: Safety | |
| 2.01 | Creating a safe working environment | 2 |
| 2.02 | Following fire safety procedures | 1 |
| 2.03 | Identifying first aid procedures | 1 |
| | Performance Group: Tools and Equipment | |
| 3.01 | Identifying, selecting and using small tools and utensils | 2 |
| 3.02 | Selecting, using and caring for knives | 1 |
| 3.03 | Using food cutting equipment | 1 |
| 3.04 | Using food steaming equipment | 1 |
| 3.05 | Using food mixing equipment | 1 |
| 3.06 | Using and caring for surface cooking equipment | 2 |
| 3.07 | Using and cleaning deep fat frying equipment | 1 |
| 3.08 | Using and caring for toasters | 1 |
| 3.09 | Using and caring for ovens | 1 |
| 3.10 | Using and caring for serving and holding equipment | 2 |

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| | Performance Group: Weights, Measures and Recipes | |
| 4.01 | Demonstrating weighing and measuring techniques and procedures | 2 |
| 4.02 | Following recipes | 1 |
| 4.03 | Calculating recipe adjustments | 1 |
| | Performance Group: Functions of Basic Ingredients | |
| 6.01 | Identifying the functions of basic ingredients used in baking | 4 |
| 6.02 | Using leavening agents | 1 |
| 6.03 | Using fats | 1 |
| 6.04 | Using sugar | 3 |
| 6.05 | Using eggs | 3 |
| 6.06 | Using milk and milk products | 2 |
| 6.07 | Using starches and thickening agents | 1 |
| 6.08 | Using seasonings | 1 |
| 6.09 | Using nuts | 1 |
| | Performance Group: Cooking Methods and Preparation | |
| 7.01 | Identifying the basic methods of heating foods | 3 |
| | Performance Group: Breads | |
| 8.02 | Preparing basic yeast bread products | 8 |
| 8.03 | Preparing sweet dough products | 6 |
| 8.05 | Preparing crepes (French pancakes) | 3 |
| 8.06 | Preparing cream puffs and eclairs | 3 |
| | Performance Group: Pie Doughs and Fillings | |
| 9.02 | Assembling and baking pies with fruit fillings | 5 |
| 9.03 | Assembling and baking pies with non-fruit fillings | 5 |
| | Performance Group: Stocks and Soups | |
| 13.01 | Preparing stocks | 5 |
| 13.02 | Preparing soups | 5 |
| | Work Experience | 20 |
| | TOTAL Quarter Hours | 120 |

## Quarter V

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| | Performance Group: Nutrition | |
| 5.02 | Developing a nutritionally complete diet | 6 |
| 5.03 | Planning nutritious meals | 6 |
| 5.04 | Identifying special nutritional diets | 6 |
| 5.06 | Understanding the nutrient labels of processed foods | 2 |
| | Performance Group: Service Personnel | |
| 21.01 | Arranging dining area for service | 10 |
| 21.02 | Serving customers | 10 |
| | Performance Group: Meats, Poultry, Fish and Shellfish | |
| 11.01 | Identifying principles of meat, poultry, fish and shellfish cookery | 5 |
| 11.07 | Roasting and baking meats, poultry, and fish | 5 |
| 11.08 | Broiling and pan broiling meats, poultry and fish | 5 |
| 11.09 | Cooking meats, poultry, fish and shellfish by moist heat methods | 5 |
| | Performance Group: Vegetables and Fruits | |
| 12.01 | Selecting and preparing fresh fruits and vegetables | 5 |
| 12.02 | Identifying the principles of vegetable cookery | 3 |
| 12.03 | Baking vegetables | 1 |
| 12.04 | Steaming fresh and frozen vegetables | 2 |
| 12.05 | Boiling fresh and frozen vegetables | 2 |
| 12.07 | Preparing and cooking dried legumes | 3 |
| 12.08 | Cooking fruits | 4 |
| | Work Experience | 40 |
| | TOTAL Quarter Hours | 120 |

## Quarter VI

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| | **Performance Group: Starchy/Rich Food Products** | |
| 15.01 | Preparing cereals and pastas | 5 |
| 15.02 | Preparing stuffing | 3 |
| | **Performance Group: Meats, Poultry, Fish and Shellfish** | |
| 11.12 | Preparing casseroles | 2 |
| | **Performance Group: Sauces and Gravy** | |
| 14.02 | Preparing vegetable sauces | 3 |
| 14.03 | Preparing dessert or sweet sauces | 3 |
| 14.04 | Preparing gravy | 4 |
| | **Performance Group: Appetizers and Garnishes** | |
| 18.01 | Preparing appetizers | 3 |
| 18.02 | Preparing garnishes | 3 |
| | **Performance Group: Special Desserts** | |
| 16.01 | Preparing pudding, custard and souffle' desserts | 4 |
| 16.02 | Preparing ice cream desserts | 2 |
| 16.03 | Preparing puff pastries | 4 |
| | **Performance Group: Cakes, Icings, and Cookies** | |
| 10.02 | Preparing icings | 10 |
| 10.03 | Icing and decorating cakes | 14 |
| | **Performance Group: Management** | |
| 22.01 | Purchasing, receiving, storing and issuing food and supplies | 6 |
| 22.02 | Directing personnel and controlling production | 6 |
| 22.03 | Directing merchandising and public relations | 4 |
| 22.04 | Accounting and recordkeeping | 4 |
| | Work Experience | 40 |
| | TOTAL Quarter Hours | 120 |

## FOOD SERVICE SUGGESTED COURSE OUTLINE

### Semester I

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| | Orientation to the Food Service Industry | 10 |
| | Performance Group: Personal Hygiene and Sanitation | |
| 1.01 | Understanding prescribed personal hygiene | 4 |
| 1.02 | Identifying and controlling micro-organisms that cause contamination and illness | 4 |
| 1.03 | Identifying common pests and pest prevention procedures | 2 |
| 1.04 | Cleaning and sanitizing | 4 |
| 1.05 | Following sanitary waste disposal procedures | 1 |
| 1.06 | Washing dishes and utensils | 1 |
| 1.07 | Cleaning and sanitizing food preparation, food service and food storage areas | 4 |
| | Performance Group: Safety | |
| 2.01 | Creating a safe working environment | 4 |
| 2.02 | Following fire safety procedures | 3 |
| 2.03 | Identifying first aid procedures | 3 |
| | Performance Group: Weights, Measures, and Recipes | |
| 4.01 | Demonstrating weighing and measuring techniques and procedures | 3 |
| 4.02 | Following recipes | 3 |
| 4.03 | Calculating recipe adjustments | 2 |
| | Performance Group: Service Personnel | |
| 21.01 | Arranging dining area for service | 10 |
| | Performance Group: Tools and Equipment | |
| 3.01 | Identifying, selecting and using small tools and utensils | 4 |
| 3.02 | Selecting, using and caring for knives | 2 |

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| 3.03 | Using food cutting equipment | 2 |
| 3.04 | Using food steaming equipment | 2 |
| 3.05 | Using food mixing equipment | 2 |
| 3.06 | Using and caring for surface cooking equipment | 3 |
| 3.07 | Using and cleaning deep fat frying equipment | 2 |
| 3.08 | Using and caring for toasters | 1 |
| 3.09 | Using and caring for ovens | 1 |
| 3.10 | Using and caring for service and holding equipment | 3 |
|  | Performance Group: Functions of Basic Ingredients |  |
| 6.01 | Identifying the functions of basic ingredients used in baking | 4 |
|  | Performance Group: Cooking Methods and Preparation |  |
| 7.01 | Identifying the basic method of heating foods | 6 |
|  | Performance Group: Breads |  |
| 8.01 | Preparing quick breads | 6 |
| 8.04 | Preparing breakfast breads and quick breads | 4 |
|  | Performance Group: Cakes, Icings and Cookies |  |
| 10.04 | Preparing cookies | 10 |
|  | Performance Group: Salads and Salad Dressings |  |
| 17.01 | Preparing salads | 6 |
| 17.04 | Preparing salad dressings | 4 |
|  | Performance Group: Pie Doughs and Fillings |  |
| 9.01 | Preparing pie crusts | 10 |
|  | Performance Group: Nutrition |  |
| 5.01 | Understanding the fundamentals of nutrition | 8 |
| 5.02 | Developing a nutritionally complete diet | 6 |

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| 5.03 | Planning meals with variety and nutritional balance | 6 |
| 5.04 | Identifying special nutritional diets | 4 |
| 5.05 | Preserving the nutritional value of foods | 4 |
| 5.06 | Understanding the nutrient labels of processed foods | 2 |
|  | Performance Group: Functions of Basic Ingredients |  |
| 6.05 | Using eggs | 8 |
|  | Performance Group: Meats, Poultry, Fish and Shellfish |  |
| 11.11 | Preparing breakfast eggs (egg cookery) | 4 |
|  | Performance Group: Sandwich Preparation |  |
| 19.01 | Preparing sandwiches | 4 |
|  | Performance Group: Beverages |  |
| 20.01 | Preparing, serving and dispensing beverages | 4 |
|  | TOTAL Semester Hours | 180 |

## Semester II

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| | Performance Group: Vegetables and Fruits | |
| 12.01 | Selecting and preparing fresh fruits and vegetables | 4 |
| 12.02 | Identifying the principles of vegetable cookery | 2 |
| 12.03 | Baking vegetables | 2 |
| 12.04 | Steaming fresh and frozen vegetables | 3 |
| 12.05 | Boiling fresh and frozen vegetables | 3 |
| 12.06 | Frying vegetables | 2 |
| 12.07 | Preparing and cooking dried legumes | 2 |
| 12.08 | Cooking fruits | 2 |
| | Performance Group: Functions of Basic Ingredients | |
| 6.04 | Using sugar | 4 |
| | Performance Group: Cakes, Icings, and Cookies | |
| 10.01 | Preparing cakes | 6 |
| 10.02 | Preparing icings | 4 |
| 10.03 | Icing and decorating cakes | 6 |
| | Performance Group: Tools and Equipment | |
| 3.07 | Using and cleaning deep fat frying equipment | 4 |
| | Performance Group: Meats, Poultry, Fish and Shellfish | |
| 11.10 | Cooking meats, poultry, fish and shellfish in a fat medium | 10 |
| | Performance Group: Vegetables and Fruits | |
| 12.06 | Frying vegetables | 6 |
| | Performance Group: Service Personnel | |
| 21.01 | Arranging dining area for service | 5 |
| 21.02 | Serving customers | 15 |

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| | **Performance Group: Functions of Basic Ingredients** | |
| 6.05 | Using eggs | 7 |
| 6.06 | Using milk and milk products | 8 |
| | **Performance Group: Sauces and Gravy** | |
| 14.01 | Preparing basic sauces | 15 |
| | **Performance Group: Meats, Poultry, Fish and Shellfish** | |
| 11.01 | Identifying principles of meat, poultry, and seafood cookery | 10 |
| 11.02 | Identifying characteristics of meats important for food preparation tasks | 7 |
| 11.03 | Identifying cuts of meat animals | 7 |
| 11.04 | Identifying characteristics of poultry important for food preparation tasks | 7 |
| 11.05 | Identifying characteristics of fish and shellfish important for food preparation tasks | 7 |
| 11.06 | Tenderizing meats | 4 |
| 11.07 | Roasting and baking meats, poultry and fish | 8 |
| 11.08 | Broiling and pan broiling meats, poultry and fish | 8 |
| 11.09 | Cooking meats, poultry, fish and shellfish by moist heat methods | 8 |
| 11.12 | Preparing casseroles | 4 |
| | TOTAL Semester Hours | 180 |

## Semester III

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| | Trends in the Food Service Industry | 10 |
| | **Performance Group: Personal Hygiene and Sanitation** | |
| 1.01 | Understanding prescribed personal hygiene | 2 |
| 1.02 | Identifying and controlling microorganisms that cause contamination and illness | 1 |
| 1.03 | Identifying common pests and pest prevention procedures | 1 |
| 1.04 | Cleaning and sanitizing | 1 |
| 1.05 | Following sanitary waste disposal procedures | 1 |
| 1.06 | Washing dishes and utensils | 1 |
| 1.07 | Cleaning and sanitizing food preparation, food service and food storage areas | 2 |
| | **Performance Group: Safety** | |
| 2.01 | Creating a safe working environment | 2 |
| 2.02 | Following fire safety procedures | 1 |
| 2.03 | Identifying first aid procedures | 1 |
| | **Performance Group: Tools and Equipment** | |
| 3.01 | Identifying, selecting and using small tools and utensils | 2 |
| 3.02 | Selecting, using and caring for knives | 1 |
| 3.03 | Using food cutting equipment | 1 |
| 3.04 | Using food steaming equipment | 1 |
| 3.05 | Using food mixing equipment | 1 |
| 3.06 | Using and caring for surface cooking equipment | 2 |
| 3.07 | Using and cleaning deep fat frying equipment | 1 |
| 3.08 | Using and caring for toasters | 1 |
| 3.09 | Using and caring for ovens | 1 |
| 3.10 | Using and caring for serving and holding equipment | 2 |

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| | **Performance Group: Weights, Measures and Recipes** | |
| 4.01 | Demonstrating weighing and measuring techniques and procedures | 2 |
| 4.02 | Following recipes | 1 |
| 4.03 | Calculating recipe adjustments | 1 |
| | **Performance Group: Functions of Basic Ingredients** | |
| 6.01 | Identifying the functions of basic ingredients used in baking | 4 |
| 6.02 | Using leavening agents | 1 |
| 6.03 | Using fats | 1 |
| 6.04 | Using sugar | 3 |
| 6.05 | Using eggs | 3 |
| 6.06 | Using milk and milk products | 2 |
| 6.07 | Using starches and thickening agents | 1 |
| 6.08 | Using seasonings | 1 |
| 6.09 | Using nuts | 1 |
| | **Performance Group: Cooking Methods and Preparation** | |
| 7.01 | Identifying the basic methods of heating foods | 3 |
| | **Performance Group: Breads** | |
| 8.02 | Preparing basic yeast bread products | 8 |
| 8.03 | Preparing sweet dough products | 6 |
| 8.05 | Preparing crepes (French pancakes) | 3 |
| 8.06 | Preparing cream puffs and eclairs | 3 |
| | **Performance Group: Pie Doughs and Fillings** | |
| 9.02 | Assembling and baking pies with fruit fillings | 5 |
| 9.03 | Assembling and baking pies with non-fruit fillings | 5 |
| | **Performance Group: Stocks and Soups** | |
| 13.01 | Preparing stocks | 5 |
| 13.02 | Preparing soups | 5 |

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| | Performance Group: Nutrition | |
| 5.02 | Developing a nutritionally complete diet | 6 |
| 5.03 | Planning nutritious meals | 6 |
| 5.04 | Identifying special nutritional diets | 6 |
| 5.06 | Understanding the nutrient labels of processed foods | 2 |
| | Performance Group: Service Personnel | |
| 21.01 | Arranging dining area for service | 10 |
| 21.02 | Serving Customers | 10 |
| | Work Experience | 40 |
| | TOTAL Semester Hours | 180 |

## Semester IV

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| | Performance Group: Meats, Poultry, Fish and Shellfish | |
| 11.01 | Identifying principles of meat, poultry, fish and shellfish cookery | 5 |
| 11.07 | Roasting and baking meats, poultry and fish | 5 |
| 11.08 | Broiling and pan broiling meats, poultry and fish | 5 |
| 11.09 | Cooking meats, poultry, fish and shellfish by moist heat methods | 5 |
| | Performance Group: Vegetables and Fruits | |
| 12.01 | Selecting and preparing fresh fruits and vegetables | 5 |
| 12.02 | Identifying the principles of vegetable cookery | 3 |
| 12.03 | Baking vegetables | 1 |
| 12.04 | Steaming fresh and frozen vegetables | 2 |
| 12.05 | Boiling fresh and frozen vegetables | 2 |
| 12.07 | Preparing and cooking dried legumes | 3 |
| 12.08 | Cooking fruits | 4 |
| | Performance Group: Starchy/Rich Food Products | |
| 15.01 | Preparing cereals and pastas | 5 |
| 15.02 | Preparing stuffing | 3 |
| | Performance Group: Meats, Poultry, Fish and Shellfish | |
| 11.12 | Preparing casseroles | 2 |
| | Performance Group: Sauces and Gravy | |
| 14.02 | Preparing vegetable sauces | 3 |
| 14.03 | Preparing dessert or sweet sauces | 3 |
| 14.04 | Preparing gravy | 4 |
| | Performance Group: Appetizers and Garnishes | |
| 18.01 | Preparing appetizers | 3 |
| 18.02 | Preparing garnishes | 3 |

| Unit/Task | Title | Classroom and Laboratory Hours |
|---|---|---|
| | **Performance Group: Special Desserts** | |
| 16.01 | Preparing pudding, custard and souffle desserts | 4 |
| 16.02 | Preparing ice cream desserts | 2 |
| 16.03 | Preparing puff pastries | 4 |
| | **Performance Group: Cakes, Icings and Cookies** | |
| 10.02 | Preparing icings | 10 |
| 10.03 | Icing and decorating cakes | 14 |
| | **Performance Group: Management** | |
| 22.01 | Purchasing, receiving, storing and issuing food and supplies | 6 |
| 22.02 | Directing personnel and controlling production | 6 |
| 22.03 | Directing merchandising and public relations | 4 |
| 22.04 | Accounting and recordkeeping | 4 |
| | Work Experience | 60 |
| | TOTAL Semester Hours: | 180 |

# SECTION V

## UNIT GUIDES

# UNIT GUIDES

## Description

In this section the tasks to be taught in each course are presented in sequential order. Each task is listed on a separate page so that it may be taken out of the guide for daily lesson planning or regrouped with other tasks to fit the individual teacher's own preference for teaching order. The task pages may be used for planning and executing group instruction or for individualized instruction. Each page in the UNIT GUIDES section contains the following information:

TASK: This is a short and concise statement of the task to be taught.

PERFORMANCE OBJECTIVE: The performance expected of the student after completing the unit is stated in stem form, without a specific statement of all conditions, equipment, and performance standard (these are listed in a criterion referenced measure in the Evaluation section of the task page).

INSTRUCTIONAL ACTIVITIES: Suggested learning activities are presented. These activities include providing information, demonstration, use of audio-visuals, and practical applications.

INSTRUCTIONAL MATERIALS: The materials that are necessary to carry out the instructional activities are listed. These include textbooks, audio-visuals and equipment.

**EVALUATION:** This section contains a criterion referenced measure. It contains three parts--Condition, Performance and Standard.

**CLASSROOM HOURS:** This figure indicates the estimated hours of instruction and evaluation needed for in-depth teaching of the task, including time for student practical application or laboratory activities.

Some tasks may be introduced during one quarter or semester and taught in-depth during a later course. These tasks are indicated with an asterisk (*) next to the classroom hour figure. With these tasks the instructor is given complete discretion in deciding how much time to devote to the task during the introductory phase and how much time to spend later during in-depth study.

In all cases the classroom hour estimate is a guideline to aid the instructor in scheduling.

## TASK

1.01 Understanding prescribed personal hygiene

## PERFORMANCE OBJECTIVE

Demonstrate prescribed personal hygiene in personal grooming and handwashing practices.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Standards of personal dress and grooming
  1. Hair
  2. Skin
  3. Clothing
  4. Hands
b. Purposes of personal hygiene
  1. Preventing food-borne illness
  2. Preventing spread of communicable diseases
  3. Providing pleasant atmosphere
c. Personal sources of food contamination

(Continued on back)

Provide Demonstration On:

Correct procedure for cleaning hands and fingernails

Provide Practical Application On:

Cleaning hands and fingernails

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Cornelius, E., Food Service Careers
c. Georgia Department of Public Health, Rules and Regulations for Food Service
d. Texas Tech University, Home Economics Careers in Food Service
e. Ohio Department of Education, Food Service

A/Vs:

a. Prentice-Hall Media, "Sanitation Sense"
b. Butterick, "Sanitation"

Tools and Equipment:

a. Germicidal soap
b. Wash basin and water
c. Nail brush
d. Paper towels

## CLASSROOM HOURS

6*

## EVALUATION (1.01)

a. Have student identify (1) the purposes of personal hygiene, (2) personal sources of food contamination, (3) personal practices that can cause food contamination and (4) personal practices that can prevent food contamination.

b. Have the student demonstrate the proper procedure for cleaning the hands and fingernails. The student should use the appropriate materials, follow the proper steps and do a thorough cleaning job.

c. Upon inspection by the instructor, the student should consistently demonstrate adherence to food services standards of personal hygiene in dress and grooming.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

    1. Dirty hair, clothing, skin
    2. Cuts or infections
    3. Nasal or oral discharges
    4. Body wastes
d. Proper handwashing practices
    1. Activities which should be followed by handwashing
    2. Proper handwashing materials and procedures
e. Personal practices that prevent food contamination
    1. Proper handwashing practices
    2. Wearing hairnets
    3. Handling tissues correctly
    4. Treating and reporting skin conditions and respiratory infections
f. Personal practices that can cause food contamination
    1. Touching hair, face, nose
    2. Licking fingers
    3. Wearing dirty clothes or aprons
    4. Sneezing and coughing
g. Relevant provisions of federal, state or local sanitation codes

## TASK

1.02 Identifying and controlling microorganisms that cause food contamination and illness

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the characteristics of microorganisms that cause food-borne diseases and the procedures for eliminating them.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Two categories of food-borne diseases
   1. Food infections
   2. Food poisoning (ptomaine poisoning)
b. Organisms that commonly cause food-borne diseases
   1. Staphylococcus (staph)
   2. Salmonella
   3. Streptococcus (strep)
   4. Clostridium botulinum
   5. Shigellosis
   6. Trichinella spiralis

Provide Demonstration On:

Bacterial growth from common sources of food contamination (Prepare petri dishes and contaminate by coughing, sneezing, using a human hair, exposing to restroom area, etc. Observe and compare plates on day of contamination, after 24 hours and after several days.)

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Cornelius, E., Food Service Careers
c. Texas Tech University, Home Economics Careers in Food Service
d. Ohio Department of Education, Food Service

A/Vs:

a. Prentice-Hall Media, "Sanitation Sense"
b. Butterick, "Sanitation"
c. Career Aids, Inc., "The ABC's of Food Poisoning"

Tools and Equipment:

a. Petri dishes
b. Agar
c. Refrigerator
d. Miscroscope

**CLASSROOM HOURS** 5*

## EVALUATION (1.02)

a. Given a list of microorganisms that cause food-borne illness, a list of foods and a list of ways that workers can introduce contaminants into foods, the student will match the organism with the food and the means of introduction.

b. Have student identify (1) the optimum conditions for the growth of bacteria, molds, yeast and fungi, (2) factors which retard the growth of these microorganisms and (3) temperatures at which hot foods, cold foods and frozen foods should be maintained to avoid bacterial growth.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

c. Characteristics of food-borne disease
   1. Symptoms of the disease
   2. Foods usually involved
   3. Means of introduction into food (coughing, sneezing, etc.)
   4. Preventive procedures

d. Conditions necessary for bacterial growth
   1. Temperature
   2. Moisture
   3. Type of food
   4. Time

e. Conditions necessary for the growth of molds, yeast, fungi

f. Factors retarding the growth of microorganisms
   1. Cold
   2. Heat
   3. Chemicals
   4. Drying

g. Temperatures at which various foods are safe from bacterial growth
   1. Hot foods
   2. Cold foods
   3. Frozen foods

h. Avoiding the temperature and danger zone

i. Rules for cooking pork and pork products

## TASK

1.03 Identifying common pests and pest prevention procedures

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of common pests which may contaminate foods and the procedures for controlling them.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of pests
 1. Insects
  (a) Roaches
  (b) Flies
  (c) Ants
 2. Pantry pests
  (a) Bran beetles
  (b) Weevils
  (c) Hide and larder beetles
  (d) Cereal mites
  (e) Flour and meal moths
  (f) Silverfish and firebrats
 3 Rodents

Provide Demonstration On:

Places and materials pests infest

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., *Food Preparation for Hotels, Restaurants and Cafeterias*
b. Cornelius, E., *Food Service Careers*
c. Texas Tech University, *Home Economics Careers in Food Service*
d. National Restaurant Association, *Pest Prevention*

A/Vs:

a. Prentice-Hall Media, "Sanitation Sense"
b. Butterick, "Sanitation"
c. National Restaurant Association, "The Freeloaders"

Tools and Equipment:

Pesticides

**CLASSROOM HOURS** 3*

**EVALUATION** (1.03)

a. Given a list of insect, rodent, bird and pantry pests and a list of diseases or unsanitary by-products that are caused or produced by pests, the student will correctly match the type of pest to the disease or unsanitary by-product.

b. For each type of pest, have the student identify (1) physical signs of its presence and (2) specific procedures for its elimination.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

(a) Rats
(b) Mice
4. Pest birds
    (a) City pigeons
    (b) English
    (c) European starling
b. Characteristics of each type of pest
    1. Physical signs of their presence
    2. Foods or locations infested
    3. Type of disease or organism they spread
c. Procedures to control pests
    1. Proper food storage practices
    2. The importance of prompt cleanup
    3. Safe, use, storage and disposal of pesticides

## TASK

1.04 Cleaning and sanitizing

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the basic purpose and procedures for cleaning and sanitizing.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Sources of food contamination and illness
   1. Chemicals
   2. Dirt and dust
   3. Humans
   4. Insects and pantry pests
   5. Rodents and birds
   6. Bacteria
   7. Molds, yeast, fungi

b. Purpose of cleaning and sanitizing

c. Elements of the cleaning process
   1. Water
   2. Friction
   3. Detergent or soap

d. Basic methods of sanitizing
   1. Temperature
   2. Chemicals

e. Cleaning and sanitizing agents and procedures for various surfaces
   1. Wood
   2. Stainless steel
   3. Formica
   4. Porcelain
   5. Glass
   6. Walls
   7. Flooring surfaces
   8. Other

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias

b. Cornelius, E., Food Service Careers

c. Texas Tech University, Home Economics Careers in Food Service

d. Ohio Department of Education, Food Service

A/Vs:

a. Prentice-Hall Media, "Sanitation Sense"

b. Butterick, "Sanitation"

## CLASSROOM HOURS

5*

## EVALUATION (1.04)

a. Have student identify the common causes of food contamination and illness.

b. Have student compare cleaning and sanitation with respect to (1) purposes and (2) basic materials and procedures.

c. Given access to appropriate cleaning and sanitizing agents, related equipment and materials, the student will demonstrate the proper cleaning procedures for food preparation areas, serving areas and storage areas.

d. Have student identify the cleaning and sanitizing agents and procedures that might cause (1) food contamination, (2) irritation of eyes, lungs or skin and (3) damage to cleaned surface.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

f. Periodic cleaning and sanitation tasks
    1. After each use or several times daily
    2. Daily
    3. Twice weekly
    4. Weekly
    5. Monthly
    6. Occasionally
g. Safe use of cleaning and sanitizing agents and materials
    1. To avoid contaminating food
    2. To avoid skin, eye and lung irritation
    3. To avoid damaging susceptible surface areas
h. The importance of air drying
i. Operating basic cleaning and sanitizing equipment
    1. Floor cleaner/polisher
    2. Floor vacuum

## TASK

1.05 Following sanitary waste disposal procedures

## PERFORMANCE OBJECTIVE

Follow procedures for proper maintenance, cleaning and sanitation of garbage containers and operate and clean the garbage disposer.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. The importance of sanitary waste disposal
b. Proper maintenance of garbage containers
    1. Use of covers and liners
    2. Importance of daily waste removal
    3. Cleaning and sanitizing materials
    4. Daily cleaning and sanitizing procedures
    5. Proper location for cleaning and sanitizing procedures

(Continued on back)

Provide Demonstration On:

a. Operating and cleaning the garbage disposer
b. Cleaning and sanitizing garbage containers

Provide Practical Application On:

a. Operating and cleaning the garbage disposer
b. Cleaning and sanitizing garbage containers

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Cornelius, E., Food Service Careers
c. Texas Tech University, Home Economics Careers in Food Service

Tools and Equipment:

a. Garbage disposer
b. Garbage cans and liners
c. Cleaning and sanitizing supplies

**CLASSROOM HOURS** 2*

## EVALUATION (1.05)

a. Have student operate and clean the garbage disposer. In operating the disposer, the student should avoid overloading the machine, remove items that might damage the blades and run the machine for the proper period of time. In cleaning the disposer, the student should choose the proper materials, follow the appropriate steps and do a thorough cleaning job. The student should also observe appropriate safety rules while working with the garbage disposer.

b. Have student perform the daily cleaning, sanitizing and maintenance procedures for the garbage containers. The student should choose the proper materials and location for cleaning and sanitizing, follow the appropriate procedures, do a thorough job and replace covers and liners.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

c. The garbage disposer
    1. Function and parts of the disposer
    2. Procedure for operating the disposer
    3. Procedure for cleaning and sanitizing the disposer
    4. Protecting the hands

## TASK

1.06 Washing dishes and utensils

## PERFORMANCE OBJECTIVE

Choose the appropriate materials and carry out the proper procedures for washing dishes and any type of food-handling utensil.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Function of mechanical dishwashers
b. Types and parts of mechanical dishwashers
    1. Single-tank machines
        (a) Door type
        (b) Conveyor and flight-type
    2. Multiple-tank machines
c. Operation and care of mechanical dishwashing
d. Steps in effective mechanical dishwashing
    1. Scraping

(Continued on back)

Provide Demonstration On:

Operation of dishwashers

Provide Practical Application On:

a. Operating dishwashers
b. Washing utensils in a three compartment sink

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Cornelius, E., Food Service Careers
c. Georgia Department of Public Health, Rules and Regulations for Food Service
d. New Jersy Department of Education, Dishwashing by Hand or Machine

Tools and Equipment:

a. Dishwasher
b. Dirty dishes, cooking utensils, etc.
c. Three compartment sink
d. Detergent, etc.

## CLASSROOM HOURS

2*

## EVALUATION (1.06)

Have student wash various dishes and food preparation and serving utinsils. Evaluate student on selection of dishwashing equipment and materials, performance of all appropriate steps, production of thoroughly clean utensils and observance of sanitary handling and storage techniques for clean utensils.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    2. Prewashing
    3. Racking
    4. Washing (in machine)
    5. Rinsing
    6. Sanitizing
    7. Air drying
e. The three compartment sink
    1. Use in washing large, bulky utensils
    2. Purpose of each compartment
    3. Steps in effective dishwashing
f. Sanitary handling and storage of clean utensils

## TASK

1.07 Cleaning and santizing food preparation, food service and food storage areas

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the materials and procedures for cleaning food preparation areas, serving areas and storage areas.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Work surfaces and areas requiring regular cleaning
    1. Floors
    2. Windows
    3. Vents
    4. Sinks
    5. Furniture
    6. Service area side stations
    7. Conveyor and/or tray service area
    8. Kitchen work counters
    9. Walls in work stations

(Continued on back)

Provide Demonstration On:

Operating basic cleaning and sanitizing equipment

Provide Practical Application On:

a. Operating basic cleaning and sanitizing equipment
b. Cleaning and sanitizing various surface types and areas which have been soiled or contaminated

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Cornelius, E., Food Service Careers
c. Texas Tech University, Home Economics Careers in Food Service
d. Ohio Department of Education, Food Service

A/Vs:

a. Prentice-Hall Media, "Sanitation Sense"
b. Butterick, "Sanitation"

Tools and Equipment:

Cleaning and sanitizing equipment and supplies

**CLASSROOM HOURS** 6*

## EVALUATION (1.07)

Given access to appropriate cleaning and sanitizing agents, related equipment and materials, the student will demonstrate the proper cleaning procedures for food preparation areas, serving areas and storage areas.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

b. Food storage areas requiring regular cleaning
    1. Dry food storage
    2. Walk-in refrigerator
    3. Reach-in refrigerator
c. Cleaning and sanitizing agents and procedures
    1. Wood
    2. Stainless steel
    3. Formica
    4. Porcelain
    5. Glass
    6. Walls
    7. Flooring surfaces
    8. Interior and exterior refrigerator and freezer surfaces
    9. Other
d. Frequency of cleaning and sanitation tasks
    1. After each use or several times daily
    2. Daily
    3. Twice weekly
    4. Weekly
    5. Monthly
    6. Occasionally
e. Defrosting refrigerators and freezers
    1. Protecting the sanitary quality of foods
    2. Frost levels indicating need for defrosting
f. Operating basic cleaning and sanitizing equipment
    1. Floor cleaner/polisher
    2. Floor vacuum

## TASK

2.01 Creating a safe working environment

## PERFORMANCE OBJECTIVE

Identify work related hazards and preventive procedures in food service occupations.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Identifying potentially hazardous materials and situations
    1. Broken glass
    2. Knives and sharp instruments
    3. Steam and hot liquids
    4. Hazardous cleaning, sanitizing or pest control substances
    5. Hot cooking surfaces
    6. Power operated equipment
    7. Fires (Task 2.02)
    8. Lifting and carrying heavy equipment

(Continued on back)

Provide Demonstration On:

a. Proper method for lifting heavy objects
b. Cleaning the meat slicer
c. Operating the heavy duty mixing machine
d. The proper handling of knives

Provide Practical Application On:

Handling potentially hazardous tools, equipment and materials

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Texas Tech University, Home Economics Careers in Food Service
c. Folsom, L., ed., The Professional Chef
d. Georgia Department of Public Health, Rules and Regulations for Food Service

(Continued on back)

A/Vs:

a. Prentice-Hall Media, "Safety Skills"
b. National Educational Media, "Kitchen Safety"
c. National Restaurant Association, "Work Smart, Stay Safe"

Tools and Equipment:

a. Potentially hazardous equipment, tools and materials

(Continued on back)

## CLASSROOM HOURS

6*

## **EVALUATION** (2.01)

Given a set of descriptions of hazardous situations that might be encountered by food service workers, the student will correctly identify the preventive procedures or precautions that are necessary to eliminate the hazard.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    9. Removing objects from high storage shelves
    10. Slipping and falling
b. Practicing proper body mechanics
c. The importance of immediate cleanup of spills
d. Safe high storage procedures
    1. Adequate shelf strength and stability
    2. Safe reaching equipment (ladders, stools, etc.)
e. Proper handling and storage of knives
    1. Use of knife racks
    2. Washing knives safely
    3. Carrying knives safely
    4. Using a cutting board
    5. Avoiding unintended usages
f. Simple rules for avoiding burns
g. Handling power-operated equipment safely
    1. Rules for preventing electric shock
    2. The danger of moving parts and blades
    3. The importance of proper maintenance
    4. The importance of posting and following directions
h. Maintaining safe lighting levels and clutter-free passageways
i. Rules for handling and storing hazardous chemicals
j. Safety regulations of state and local authorities

INSTRUCTIONAL MATERIALS

Textbooks:

e. National Restaurant Association,
    1. Your Responsibility for Safety
    2. An Employee Safety Message for Food
    3. Safety Data Sheet
    4. Emergency Treatment
    5. Chemical Hazards (chart)
f. Ray, M. and Lewis, E., Exploring Professional Cooking

Tools and Equipment:

b. Meat slicer
c. Heavy duty mixer
d. Knives

## TASK

2.02 Following fire safety procedures

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the correct procedures for preventing and responding to fires.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Common causes of fires in food service establishments
    1. Worn electrical cords
    2. Improperly grounded equipment
    3. Grease splashed during cooking
    4. Grease accumulated from lack of proper cleaning
    5. Improper clothing
    6. Improperly connected gas lines or machinery

Provide Demonstration On:

a. Operation of fire extinguishers
b. Fire evacuation routes and procedures
c. Lighting gas appliances

Provide Practical Application On:

a. Fire evacuation procedure
b. Lighting gas appliances
c. Extinguishing a grease fire

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Folsom, L., ed., The Professional Chef
b. Walter Kidde and Company, The ABC's of Fire Protection
c. National Restaurant Association, Emergency Treatment of Burns
d. Texas Tech University, Home Economics Careers in Food Service

A/Vs:

a. Prentice-Hall Media, "Safety Skills"
b. National Restaurant Association, "Kitchen Safety"

Tools and Equipment:

a. Fire extinguishers
b. Gas appliances
c. Pan and grease

**CLASSROOM HOURS** 4*

## EVALUATION (2.02)

a. Given a set of descriptions of different fires that might occur in a food service establishment (a large pan of grease catches on fire, a toaster catches on fire, a trash can catches on fire, etc.), the student will correctly choose (1) the proper procedure(s) for extinguishing the fire and (2) the possible cause(s) of the fire.

b. Have student choose one of the hypothetical fires described above and stage a report to the fire department. Evaluate student on the completeness of his/her report.

c. Given a list of different types of fires and given a list of the different types of fire extinguishers, the student will correctly match the type of fire with the type of fire extinguisher(s) appropriate for extinguishing the blaze.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    7. Improper lighting of gas appliances
    8. Improper placement of flammable materials
    9. Inadequate ventilation
b. Regular cleaning of deep fat fryers, broilers and rangers
c. Regular inspections of gas and electrical equipment and ventilation system
d. Clutter-free fire doors, fire exits and fire escapes
e. Avoiding grease fires
f. Safe smoking practices
g. Wearing proper clothing
h. Proper lighting of gas appliances
i. Procedure for reporting a fire
j. Basic principles for controlling fires
k. Types of fires and methods for controlling them
    1. Class A - wood, paper and rubbish
    2. Class B - gas, grease and other liquids
    3. Class C - live electrical equipment
l. Types of fire extinguishers, their operations and uses
    1. Carbon dioxide
    2. Dry chemical
    3. Pressurized water
    4. Soda-acid
    5. Gas cartridge
    6. Vaporizing liquid
    7. Foam
m. Fire evacuation routes and procedures
n. Turning on the sprinkler system (if manual)
o. The danger and avoidance of smoke inhalation and toxic fumes

## TASK

2.03 Identifying first aid procedures

## PERFORMANCE OBJECTIVE

Choose correct first aid supplies and procedures for treating injuries or conditions encountered by food service workers.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Recognizing types of burns
   1. First degree
   2. Second degree
   3. Third degree
b. Materials and procedures for types of injuries
   1. First degree burns
   2. Second degree burns
   3. Third degree burns
   4. Electric shock
   5. Choking (Heimlich Maneuver)
   6. Excessive bleeding
   7. Suspected broken bone

(Continued on back)

Provide Demonstration On:

a. Heimlich Maneuver
b. Pressure points for control of bleeding

Provide Practical Application On:

Treating different types of simulated injuries

## INSTRUCTIONAL MATERIALS

Textbooks:

a. American Red Cross, Advanced First Aid and Emergency Care
b. National Restaurant Association, Emergency Treatment of Burns
c. Texas Tech University, Home Economics Careers in Food Service

A/Vs:

Prentice-Hall Media, "Safety Skills"

Tools and Equipment:

First aid supplies

**CLASSROOM HOURS** 4*

## EVALUATION (2.03)

a. Given a list of injuries and a list of first aid materials and procedures, the student will select the correct treatment for each injury.

b. Have student identify injuries or conditions which require contacting emergency personnel. Have the student choose one such injury and stage a report to the appropriate emergency authorities. Evaluate student on the completeness of his/her emergency report.

### INSTRUCTIONAL ACTIVITIES

Provide Information On:

8. Muscle pulls and strains
9. Infected cuts or wounds
10. Cuts
11. Eye injuries

c. Distinguishing the heart attack victim from the choking victim
d. Procedure for reporting injuries and accidents to supervisors
e. Location of first aid supplies
f. Contacting emergency personnel
    1. Conditions which require emergency personnel
    2. Location of posted emergency numbers
    3. Information essential in a report of serious accident or injury

## TASK

3.01 Identifying, selecting and using small tools and utensils

## PERFORMANCE OBJECTIVE

Identify and use the proper small utensil or cooking tools.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Identification and proper uses of hand tools and utensils
   1. Cooking spoons
   2. Ladles
   3. Cook forks
   4. Turners
   5. Wire whips
   6. Spatulas
   7. Tongs
   8. Bench brush
   9. Vegetable brush
   10. Pastry brush
   11. Peeler
   12. Paddles
   13. Meat tenderizer
   14. Colander

(Continued on back)

Provide Demonstration On:

a. Types and uses of hand tools and utensils
b. Types and uses of cooking equipment
c. Sizes and correct operation of dippers
d. Operation and cleaning of can openers

Provide Practical Application On:

a. Using dippers
b. Using and cleaning can openers

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Texas Tech University, Home Economics Careers in Food Service
c. Ray, M. and Lewis, E., Exploring Professional Cooking

A/Vs:

a. Prentice-Hall Media, "Knives, Tools and Measuring Devices"
b. Prentice-Hall Media, "Pots, Pans and Other Cooking Equipment"
c. Career Aids, Inc., "Basic Kitchen Equipment"

Tools and Equipment:

a. Small tools and cooking utensils
b. Assorted dippers
c. Can openers

## CLASSROOM HOURS

6*

## EVALUATION (3.01)

a. Given a set of pictures of hand utensils and cooking equipment (or the actual utensils held up by the instructor), the student will correctly identify the name of the equipment and the major use(s) of the equipment from a matching list. Given a list of food preparation tasks, the student will correctly identify the appropriate tool for performing the task.

b. Have student use dippers in a variety of food serving and preparation tasks. Evaluate student on selection of proper size and on correct operation for portion control.

c. Have student open a number of cans of different sizes. After student has opened all the cans, have him/her carry out the monthly cleaning procedures for can openers. In using the can opener, the student should follow the proper steps and open the can cleanly so that no ragged edges are exposed. After each use, the student should wipe the blade. In cleaning the can opener, the student should select the correct materials, follow the proper procedures, disassemble and reassemble the opener correctly and do a thorough cleaning job.

### INSTRUCTIONAL ACTIVITIES

Provide Information On:

- 15. Strainer
- 16. China cap
- 17. Pastry bag/tubes
- 18. Rolling pin
- 19. Sifter
- 20. Pie server
- 21. Sandwich spreader
- 22. Scraper

b. Identification and proper uses of cooking equipment
  1. Bain-marie
  2. Bake pan
  3. Roast pan
  4. Braiser
  5. Double-boiler
  6. Skillet
  7. Saute pan
  8. Sauce pot
  9. Sauce pan
  10. Stock pot
  11. Sheet pan
  12. Griddle

c. Using dippers (scoops)
  1. Parts of the dipper
  2. Correct operation for portion control
  3. Uses for various sizes of dippers
  4. Size of portion (in oz., T., or C.) for each size dipper
  5. Steps in cleaning dippers
  6. Sanitary handling of ice cream dippers

d. Using bench type manual and electric can openers
  1. Functions and parts of openers
  2. Steps in the operation of can openers
  3. Cleaning and maintenance materials and procedures
     - (a) After each use
     - (b) Daily
     - (c) Monthly

## TASK

3.02 Selecting, using and caring for knives

## PERFORMANCE OBJECTIVE

Select, use and care for knives.

## INSTRUCTIONAL ACTIVITIES

**Provide Information On:**

- a. Identification and proper uses for types of knives
  - 1. Boning knife
  - 2. Bread knife
  - 3. Butcher knife
  - 4. French knife
  - 5. Slicer
  - 6. Fruit and salad knife
  - 7. Paring knife
  - 8. Peeler
- b. Types of knife edges and their purposes
  - 1. Serrated
  - 2. Partially serrated
  - 3. Double edge

(Continued on back)

**Provide Demonstration On:**

- a. Types of knives and their uses
- b. Types of knife edges
- c. Sharpening knives
  - 1. With steel or stone
  - 2. With electric sharpener
- d. Methods of cutting foods with knives

**Provide Practical Application On:**

- a. Selecting and using knives
- b. Sharpening knives
- c. Methods of cutting foods with knives

## INSTRUCTIONAL MATERIALS

**Textbooks:**

- a. Haines, R., *Food Preparation for Hotels, Restaurants and Cafeterias*
- b. Texas Tech University, *Home Economics Careers in Food Service*

**A/Vs:**

- a. Prentice-Hall Media, "Safety Skills"
- b. Prentice-Hall Media, "Knives, Tools, and Measuring Devices"
- c. Career Aids, Inc., "Basic Kitchen Equipment"
- d. Career Aids, Inc., "Pre-Cooking"

(Continued on back)

## CLASSROOM HOURS

3*

## EVALUATION (3.02)

a. Given a set of tasks requiring the use of knives, the student will correctly select and properly and safely use the type of knife which is best suited to perform each task. Include tasks that require the use of the seven methods of cutting foods with knives.

b. Have student identify (1) proper practices in using cutlery and (3) types of blades that should not be sharpened.

c. Have student sharpen several knives by hand and/or with an electric sharpener. The student should use the proper procedures, exercise all safety precautions and produce a finely sharpened knife edge.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

(serrated and straight)
4. Center hollow ground
5. Half taper ground
6. Hollow ground
7. Professional edge

c. Structure and quality of knives
   1. Blades
   2. Handles
   3. Tangs

d. Keeping knives sharp
   1. Proper washing and drying procedures
   2. Proper storage practices

e. Sharpening knives
   1. With stone or steel
   2. With electric sharpener
   3. Types of blades that should not be sharpened

f. Safety practices in using cutlery
   1. Washing and wiping knives safely
   2. Carrying knives safely
   3. Using a cutting board
   4. Avoiding unintended usages

g. Methods of cutting foods with knives
   1. Slicing
   2. Chopping
   3. Dicing
   4. Mincing
   5. Julienning
   6. Shredding
   7. Scoring

## INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Assorted knives
b. Sharpening steel, stone and/or electric knife sharpener

## TASK

3.03 Using food cutting equipment

## PERFORMANCE OBJECTIVE

Operate and clean food cutting equipment.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of food cutting equipment
    1. Meat (multipurpose) slicer
    2. Food cutter or chopper (buffalo)
    3. Food processor
    4. Vegetable peeler
    5. Vegetable cutter
    6. Meat saw
    7. Meat tenderizer (cuber)
    8. Grinder attachments
b. Component parts of each machine
c. Steps in the operation of each machine

(Continued on back)

Provide Demonstration On:

a. For each machine:
    1. Component parts
    2. Steps in operation
    3. Variations in operation for different types of foods
    4. Variations in operation to obtain different cuts of foods
    5. Cleaning procedures
b. Foods cut in various ways (minced, chopped, etc.

Provide Practical Application On:

Operating and cleaning food cutting machines

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Texas Tech University, Home Economics Careers in Food Service

A/Vs:

a. Prentice-Hall Media, "Safety Skills"
b. Career Aids, Inc., "Specialty Appliances"

Tools and Equipment:

a. Food cutting machines
b. Assorted foods for cutting
c. Cleaning materials

## CLASSROOM HOURS

3*

## EVALUATION (3.03)

a. Give student a set of common food cutting tasks that involve different types of foods and require the use of all food cutting machines. Have student select, operate and clean cutting equipment for each task. The student should select appropriate equipment, follow the proper steps in cleaning and operation, observe all safety rules and cut foods to standards acceptable to the instructor.

b. Given pictures of food cutting equipment (with parts indicated but not identified) and given a list of names of the parts of food cutting equipment, the student will correctly match the part indicated with its name.

c. Have student identify the safety precautions for operating food cutting equipment which (1) protect body parts, (2) prevent electric shock and (3) prevent food poisoning.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

d. Cleaning materials and instructions for each
e. Safety precautions for cleaning and operating machines
    1. Protecting body parts
    2. Preventing electric schock
    3. Preventing food poisoning
f. Types of foods cut with each machine
    1. Meats
    2. Cheese
    3. Fruits
    4. Vegetables
    5. Hot foods
    6. Cold foods
g. Ways that foods may be cut by machines
    1. Slice
    2. Chop
    3. Mince
    4. Julienne
    5. Shred
    6. Puree
    7. Grind
    8. Grate
h. Attachments on mixing equipment used in food cutting
    1. Vegetable chopper plus attachments
    2. Meat and food chopper and pusher

## TASK

3.04 Using food steaming equipment

## PERFORMANCE OBJECTIVE

Operate and clean food steaming equipment properly and safely.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of food steaming equipment
    1. Compartment steamer
    2. Steam-jacketed kettle
    3. Pressure saucepan
b. Component parts of types of steaming equipment
c. Steps in the operation of steaming equipment
d. Cleaning materials and procedures
e. Safety precautions for avoiding burns and damaged equipment

(Continued on back)

Provide Demonstration On:

a. Compartment steamer and steam-jacketed kettle
    1. Parts of each.
    2. Steps in operating procedure
b. Pressure saucepan
    1. Parts
    2. Locking the lid into position

Provide Practical Application On:

Operating and cleaning food steaming equipment

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Texas Tech University, Home Economics Careers in Food Service

A/Vs:

a. Prentice-Hall Media, "Pots, Pans and Other Cooking Equipment"
b. Career Aids, Inc., "Surface Cooking"
c. Career Aids, Inc., "Speed Cooking"
d. Prentice-Hall Media, "Safety Skills"

(Continued on back)

## CLASSROOM HOURS

3*

## EVALUATION (3.04)

a. Have student steam foods in the compartment steamer, the steam-jacketed kettle and the pressure saucepan for specified lengths of time. The student should follow the proper procedures and observe all safety rules. In using the compartment steamer, the student should choose the proper type of basket for the food.

b. Have student clean each type of steaming equipment. The student should use the proper materials, follow the correct procedures and do a thorough cleaning job.

c. Have student identify the safety precautions necessary to avoid injury when using the different types of steaming equipment.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

f. Uses for different steaming baskets of the compartment steamer
g. Types of foods steamed in each type of equipment
    1. Vegetables
    2. Fruits
    3. Meats
    4. Seafood
    5. Poultry
    6. Cereals
    7. Eggs
    8. Puddings

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Food steaming equipment
b. Cleaning materials
c. Foods for steaming

## TASK

3.05 Using food mixing equipment

## PERFORMANCE OBJECTIVE

Operate and clean food mixing equipment.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of mixing equipment
    1. 30-to-60 quart floor type mixer
    2. 12-to-20 quart bench type mixer
    3. 5 quart table model
    4. Blender
b. Parts of each mixing machine and its function
c. Steps in the operation of each machine
d. Materials and procedures for cleaning mixing machines

Provide Demonstration On:

a. Parts of mixing machines
b. Steps in safe operation of mixing machines
c. Types of beaters, whips and attachments
d. Operating mixing machines to achieve different effects (cream, whip, beat, etc.)

Provide Practical Application On:

Operating and cleaning mixing machines

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., *Food Preparation for Hotels, Restaurants and Cafeterias*
b. Texas Tech University, *Home Economics Careers in Food Services*

A/Vs:

a. Career Aids, Inc., "Food Processors, Blenders and Mixers"
b. Prentice-Hall Media, "Safety Skills"

Tools and Equipment:

a. Food mixing equipment
b. Ingredients for mixing
c. Cleaning materials

**CLASSROOM HOURS** 3*

## EVALUATION (3.05)

a. Give student a set of common food mixing tasks that involve different types of foods and require the use of all food mixing equipment. Have student select, operate and clean mixing equipment for each task. The student should select appropriate equipment, follow the proper steps in operation and cleaning, observe all safety rules and mix foods to standards acceptable to the instructor.

b. Given a list of the various terms describing methods of combining ingredients and a set of definitions for these terms, the student will correctly match each term with the appropriate definition.

c. Given a set of pictures of food mixing equipment (with parts indicated but not identified) and given a list of names for the parts of food mixing equipment, the student will correctly match each part indicated with its name.

## INSTRUCTIONAL ACTIVITIES

### Provide Information On:

e. Types and uses of beaters and whips
  1. Flat beater
  2. Wire whip
  3. Dough hook
  4. Pastry knife

f. Safety practices for mixing equipment

g. Uses for mixing equipment
  1. Mixing (batter and sugar, sandwich spreads, etc.)
  2. Creaming (batter and sugar, sandwich spreads, etc.)
  3. Mashing (potatoes, squash, etc.)
  4. Blending (pastries, biscuits, dry mixes, etc.)
  5. Whipping (cream, dry milk, etc.)
  6. Beating (egg whites, etc.)
  7. Reconstituting (dry milk)

h. Mixer attachments for cutting foods
  1. Vegetable chopper plus grater, slicer or shredder
  2. Meat and food chopper plus pusher

## TASK

3.06 Using and caring for surface cooking equipment

## PERFORMANCE OBJECTIVE

Operate and clean various types of surface cooking equipment.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types and parts of surface cooking equipment
   1. Ranges
   2. Hot tops
   3. Exhaust hoods
   4. Grill
   5. Broiler
   6. Rotisserie broiler
b. Characteristics of gas and electric ranges
   1. Types of cooking surfaces
   2. Preheat period or instant heat
   3. Control settings and their proper uses

(Continued on back)

Provide Demonstration On:

a. How to regulate temperature on each surface unit
b. How to arrange pots on ranges for most efficient use of heat
c. How to light gas pilot lights
d. How to adjust gas flame heights for high, medium and low heat
e. How to season a grill
f. How to control the distance between food and heat in broilers
g. How to arrange foods in a rotisserie broiler
h. Cleaning procedures for surface cooking units

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Texas Tech University, Home Economics Careers in Food Service

A/Vs:

a. Prentice-Hall Media, "Pots, Pans and Other Cooking Equipment"
b. Career Aids, Inc., "Surface Cooking"
c. Career Aids, Inc., "Broiling and Grilling"

Tools and Equipment:

a. Surface cooking equipment
b. Unsalted shortening (for grilled seasoning)
c. Cleaning supplies and materials

## CLASSROOM HOURS

5*

## EVALUATION (3.06)

a. Given drawings of the control knobs of the various surface cooking units in different positions, the student will correctly identify the positions for off, high, medium and low.

b. Have student (1) light gas pilot lights, (2) clean and season a grill, (3) arrange foods in a rotisserie broiler and (4) raise and lower the grill of a broiler. Student should follow proper procedures and observe safety precautions. Student should produce a properly seasoned grill and a balanced arrangement of foods in the rotisserie broiler.

c. Given a list of soiled parts and surfaces of the various types of surface cooking equipment, the student will identify the materials and procedure for cleaning each part.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

    4. Proper arrangements of pots on different units
- c. Special characteristics and uses of hot top ranges
- d. Procedures for using gas ranges
  1. Lighting pilot lights
  2. Adjusting flame heights for different cooking needs
- e. Procedures and materials for safe cleaning of ranges
- f. Rules for safe operation of ranges
  1. How to avoid fires
  2. How to avoid spills and burns
- g. Function, operation and cleaning of exhaust hoods
- h. Characteristics and use of grills
  1. Function, types and operation
  2. Materials and procedures for cleaning
  3. Seasoning a grill
  4. Varying temperatures on parts of a grill
- i. Characteristics and use of broilers
  1. Function, operation, types, cleaning procedures
  2. Methods of controlling the distance between the food and heat
- j. Characteristics and use of rotisserie broilers
  1. Function, operation and cleaning
  2. Specialized use in barbecuing
  3. Balancing foods on shelves and spits

Provide Practical Application On:

- a. Lighting gas pilot light
- b. Cleaning and seasoning a grill
- c. Arranging foods on a rotisserie broiler
- d. Raising and lowering the grill of a broiler

## TASK

3.07 Using and cleaning deep-fat frying equipment

## PERFORMANCE OBJECTIVE

Operate and clean deep-fat frying equipment.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Function and types of deep-fat frying equipment
   1. Conventional
   2. Pressure fryer
b. Parts and features of deep-fat fryers
   1. Baskets of different sizes
   2. Removable fat container or kettle
   3. Burner or element
   4. Thermostat
   5. Automatic basket lift or bell

(Continued on back)

Provide Demonstration On:

a. Parts and features of conventional and pressure deep-fat fryers
b. Procedures for filling deep fat fryers with fat
c. Cooking foods with each type of fryer
d. Procedures for cleaning deep-fat fryers

Provide Practical Application On:

a. Frying foods with deep-fat fryers
b. Cleaning and sanitizing deep-fat fryers

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Texas Tech University, Home Economics Careers in Food Service

A/Vs:

a. Career Aids, Inc., "Surface Cooking"
b. Career Aids, Inc., "Specialty Appliances"
c. Prentice-Hall Media, "Safety Skills"

Tools and Equipment:

a. Deep-fat frying equipment
b. Foods for frying
c. Cleaning materials

## CLASSROOM HOURS

7*

## EVALUATION (3.07)

a. Have student fill the deep-fat fryer and cook breaded and unbreaded foods. The student should fill the kettle to the proper level, set the thermostat at the proper temperature, select appropriate baskets and fill baskets to the proper level. The fried foods should have the proper texture and degree of doneness and should not have absorbed excessive amounts of fat. The student should observe all safety rules in carrying out these tasks.

b. Have student select materials and follow the procedures for cleaning deep-fat frying equipment. Evaluate student on correctly selecting materials, properly following procedures, observing safety rules and doing a thorough cleaning job.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

c. Operating the deep-fat fryer
    1. Filling the kettle to the correct level
    2. Setting the thermostat
    3. Effect of overfilling baskets
    4. Importance of removing excess breading
    5. Removing baskets and draining foods
d. Cleaning materials and procedures
    1. Draining and straining fat
    2. Cleaning the kettle
    3. Cleaning coils or element
    4. Cleaning the exterior
e. The pressure deep-fat fryer
    1. Advantages over conventional
    2. Parts, features and operation
    3. Sealing the lid
f. Cleaning procedures and materials for the pressure deep-fat fryer
g. Safety precautions for working with deep-fat frying equipment
    1. Avoiding burns
    2. Avoiding fires

## TASK

3.08 Using and caring for toasters

## PERFORMANCE OBJECTIVE

Operate and clean the two types of toasters properly and safely.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Function of toasters
b. Types of toasters
    1. Conveyor
    2. Individual
c. The conveyor toaster
    1. Parts
    2. Procedure for operating
    3. Daily and monthly cleaning procedures
    4. Safety practices for use and cleaning of conveyor toaster
d. The individual toaster
    1. Parts and convenience features

(Continued on back)

Provide Demonstration On:

a. Parts of the conveyor toaster
b. Procedure for operating the conveyor toaster
c. Procedures for cleaning toasters
d. Parts of the individual toaster

Provide Practical Application On:

a. Toasting bread in the conveyor toaster
b. Toasting bread in the individual toaster
c. Cleaning toasters

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Texas Tech University, Home Economics Careers in Food Service

A/Vs:

Career Aids, Inc., "Small Appliance Cooking"

Tools and Equipment:

a. Toasters
b. Bread
c. Cleaning materials

**CLASSROOM HOURS** 2*

## EVALUATION (3.08)

a. Have student toast bread in the conveyor and the individual toaster. Evaluate student on following the proper operating and safety procedures and on the quality of the toast.

b. Have student select materials and clean the conveyor and individual toasters. Evaluate student on selecting the proper materials, following the proper safety and cleaning procedures and on doing a thorough cleaning job.

c. Have student identify (1) the advantages of the conveyor toaster over the individual toaster and (2) the characteristics of breads which give the best results in toasting.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

    2. Cleaning procedures
    3. Safety precautions for operation and cleaning
e. Characteristics of breads which give the best results in toasting

## TASK

3.09 Using and caring for ovens

## PERFORMANCE OBJECTIVE

Operate and clean the various types of ovens.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Functions of ovens
b. Types of ovens
    1. Stack or deck
    2. Convection
    3. Rotary
    4. Reel
    5. Pizza
    6. Reconstitution
    7. Microwave
c. Operating the controls for each type of oven
d. Basic rules for operating and loading ovens
    1. Preheating procedures
    2. Loading to allow proper heat circulation

(Continued on back)

Provide Demonstration On:

a. Lighting pilot lights on gas ovens
b. Operating the controls on each type of oven
c. Proper procedures for loading ovens
d. Procedures for cleaning ovens

Provide Practical Application On:

a. Lighting gas pilot lights on ovens
b. Preheating ovens
c. Loading ovens
d. Adjusting temperatures on ovens
e. Cleaning an oven

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Texas Tech University, Home Economics Careers in Food Service

A/Vs:

a. Prentice-Hall Media, "Pots, Pans and Other Cooking Equipment"
b. Career Aids, Inc., "Slow Cooking"
c. Career Aids, Inc., "Speed Cookery"
d. Career Aids, Inc., "Oven-Cooking"

Tools and Equipment:

a. Ovens
b. Cleaning materials

CLASSROOM HOURS 2*

**EVALUATION** (3.09)

a. Have student (1) light gas pilot lights, (2) preheat and load foods into different types of ovens, (3) adjust the temperatures on the different types of ovens and (4) clean an oven. Evaluate student on following proper procedures and observing safety rules. Student should select proper materials and do a thorough oven-cleaning job.

b. Given a list of the types of ovens and a list of special uses and distinguishing features of ovens, the student will match the type of oven to the special uses and features.

c. Given a list of soiled oven parts and surfaces and a list of cleaning methods and supplies, the student will correctly identify the method or materials for each soiled part or surface.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

    3. Avoiding excess door opening
e. Lighting pilot lights on gas ovens
f. Procedure for increasing or decreasing temperatures in deck ovens
g. Features and advantages of convection ovens
    1. Fan
    2. Automatic timer
h. Special uses and features of rotary ovens
    1. Ferris wheel principle of operation
    2. Reel motor, set bank, control bank
    3. Condensate valve (steam models)
    4. Loading procedures
i. Features and advantages of reel oven
    1. Compactness
    2. Ferris wheel principle of operation
j. Special features of reconstituting ovens
    1. Combination heat and refrigeration cycle
    2. Rapid heating, especially good for convenience foods
k. Features of microwave ovens
    1. Speed of cooking
    2. Need for special containers
    3. The danger from pre-1971 models
l. Safety precautions for using ovens
m. Materials and procedures for cleaning ovens
    1. Surfaces which must be cleaned
    2. Parts which require special attention

## TASK

3.10 Using and caring for serving and holding equipment

## PERFORMANCE OBJECTIVE

Use and clean food holding and serving equipment properly and safely.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Functions of holding and serving equipment
b. Types of serving and holding equipment
    1. Steam table
    2. Waterless food warmer
    3. Cold food server
    4. Salad case
    5. Bain-marie
    6. Infrared lamps
    7. Roll warmer
    8. Hot and cold carts
c. Types of foods for which equipment is used
d. Special parts, uses and features

(Continued on back)

Provide Demonstration On:

a. Parts and features of food holding and serving equipment
b. How to arrange and place foods in or on food holding equipment
c. Filling water and ice compartments in steam table, cold food server, bain-marie
d. Cleaning food holding and serving equipment

Provide Practical Application On:

a. Arranging and placing foods in or on food holding equipment

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Texas Tech University, Home Economics Careers in Food Service

A/Vs:

Prentice-Hall Media, "Pots, Pans and Other Cooking Equipment"

Tools and Equipment:

a. Food holding and serving equipment
b. Cleaning materials

## CLASSROOM HOURS

5*

## EVALUATION (3.10)

a. Given a list of food holding and serving equipment and a list of prepared foods of different types and temperatures, the student will match the food with the equipment which would be used to hold it.

b. Have student (1) fill water and ice compartments of food holding and serving equipment, (2) arrange foods in or on food holding equipment and (3) clean food holding and serving equipment. Student should choose proper equipment and materials and follow proper procedures. Foods should be arranged for efficient service and food holding equipment should be thoroughly clean.

## INSTRUCTIONAL ACTIVITIES

### Provide Information On:

e. Proper temperatures for equipment and methods of maintaining them
f. Cleaning and sanitizing procedures
    1. Materials and supplies
    2. Parts and surfaces to be cleaned
    3. Frequency of cleaning
g. Procedures for filling water or ice compartments
    1. Steam table
    2. Bain-marie
    3. Cold food server
h. Arranging foods in or on food holding equipment

### Provide Practical Application On:

a. Filling water and ice compartments of food holding equipment
b. Cleaning food holding and serving equipment

## TASK

4.01 Demonstrating weighing and measuring techniques and equivalents

## PERFORMANCE OBJECTIVE

Demonstrate standard and metric weighing and measuring techniques and equivalents.

## INSTRUCTIONAL ACTIVITIES

**Provide Information On:**

a. Methods for determining amounts of ingredients
    1. Weighing (for mass or weight)
    2. Measuring (for volume)
b. Formal systems of measurement
    1. English system units of weight and volume
    2. Metric system units of weight and volume
c. Equivalents of common measures in the English and metric systems
    1. 3 t. (T., ml.)

(Continued on back)

**Provide Demonstration On:**

a. Types and uses of measuring equipment
b. How to measure basic ingredients
c. Types of scales and balances and their parts
d. How to use scales and balances

**Provide Practical Application On:**

a. Measuring basic ingredients
b. Using scales and balances

**Provide Written Material On:**

Chart of approximate equivalent weights and measures of common foods

## INSTRUCTIONAL MATERIALS

**Textbooks:**

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Haines, R., Math Principles for Food Service Occupations
d. Texas Tech University, Home Economics Careers in Food Service

**A/Vs:**

a. Prentice-Hall Media, "Knives, Tools and Measuring Devices"
b. Career Aids, Inc., "Basic Kitchen Equipment"
c. Career Aids, Inc., "Kitchen Measurements"

**Tools and Equipment:**

a. Chart of approximate equivalent weights and measures

(Continued on last page)

## CLASSROOM HOURS

5*

Task 4.01 (Continued)

INSTRUCTIONAL ACTIVITIES

Provide Information On:

   2. 16 T (c., ml.)
   3. 1 T (fl. oz., ml.)
   4. 1 c. (fl. oz., ml.)
   5. 2 c. (pt., l.)
   6. 1 pt. (fl. oz., l.)
   7. 2 pt. (qt., l., ml.)
   8. 1 qt. (fl. oz., l., ml.)
   9. 4 qt. (gal., l.)
   10. 8 qt. (pk., l.)
   11. 4 pk. (bu., l.)
   12. 16 oz. (lb., gm.)
   13. 5 pk. (t., ml.)
   14. f. g. (t., ml.)
   15. Pinch (t., ml.)

d. Types and uses of measuring equipment
   1. U.S. standard graduated dry measuring cups
   2. Liquid measuring equipment
   3. Measuring cups for liquid or dry ingredients
   4. Measuring and mixing bowl set (with spouts)
   5. U.S. standard graduated measuring spoon
e. Characteristics of measuring equipment
   1. Recommended materials
   2. Sizes available
   3. Intervals marked
f. Procedures for measuring basic ingredients
   1. Flour and confectioners sugar
   2. Brown sugar
   3. Solid fats
   4. Liquid
g. Procedures for measuring small quantities
   1. Few grains, speck, pinch
   2. Fractions of a teaspoon or tablespoon
h. Care of measuring equipment
   1. Washing and drying
   2. Preventing bending (metal) warping (plastic) and chipping (glass)
i. Advantages of weighing in the preparation of large quantities
j. Types of balances
   1. Spring-type
   2. Gravity-activated (balance scale)
   3. Portion scale
   4. Baker's scale
k. Characteristics of scales and balances
   1. Parts of each type of scale
   2. Types of foods weighed in each
l. Procedures for operating scales and balances

(Continued on next page)

## EVALUATION (4.01)

a. Have student choose equipment and measure the following ingredients: (1) 1 1/4 c. flour, (2) 1/2 c. brown sugar, (3) 1/3 c. solid shortening, (4) 3/4 c. milk, (5) pinch of salt and (6) 1 1/2 T salt. Evaluate student on selecting the proper measuring equipment, on following the proper procedures for each ingredient and on the accuracy of his/her measurements.

b. Have the student choose equipment and weigh the following ingredients: (1) 8 oz. rice, (2) 3 oz. cheese, (3) 1/2 lb. fresh squash, (4) 1 lb. fresh apples, (5) 24 oz. muffin batter, (6) 32 oz. corn bread batter, (7) four 2 oz. portions of roll dough and (8) 15 oz. of bread dough. The student should choose the appropriate scales or balance for the job, operate the scale or balance properly and accurately weigh each ingredient. He/she should also follow the proper procedures for cleaning the equipment between weighings.

c. Given commonly used English system measures, the student will correctly choose (from a list) both English system and metric system equivalents. (Example: Given 3 t. the student can choose 1 T. and 15 ml.).

INSTRUCTIONAL ACTIVITIES

Provide Information On:

m. Procedures for cleaning scales and balances
    1. After each use
    2. Daily
n. Chart of approximate equivalent weights and measures of common foods

INSTRUCTIONAL MATERIALS

Tools and Equipment:

b. Dry measuring cups and spoons
c. Liquid measuring equipment
d. Measuring cups for liquid and dry ingredients
e. Measuring and mixing bowl set
f. Spring-type scale
g. Balance scale
h. Portion scale
i. Baker's scale
j. Spatula or knife
k. Ingredients to be measured and weighed

## TASK

4.02 Following recipes

## PERFORMANCE OBJECTIVE

Read and follow standard recipe directions.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of standard recipes
b. Standard recipe information
    1. Ingredients and amounts
    2. Utensils needed
    3. Directions on combining ingredients
    4. Cooking temperatures
    5. Length of cooking time
    6. Total yield
    7. Number of portions
    8. Portion size
c. Common recipe abbreviations

(Continued on back)

Provide Demonstration On:

Reading and following recipes

Provide Practical Application On:

Following simple recipes efficiently

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Math Principles for Food Service Occupations
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias

A/Vs:

Prentice-Hall Media, "Following Recipes"

Tools and Equipment:

Materials and equipment for preparing simple recipes

**CLASSROOM HOURS** 4*

**Task 4.02 (Continued)**

INSTRUCTIONAL ACTIVITIES

**Provide Information On:**

1. approx.
2. av. or avg.
3. bch.
4. bu.
5. cal.
6. cm.
7. c.
8. dl.
9. °C
10. °F
11. doz.
12. f.g.
13. fl.
14. gal.
15. gm.
16. hg.
17. hr.
18. kg.
19. lg. or lge.
20. l.
21. mg.
22. ml.
23. min.
24. M.S.G.
25. oz.
26. pk.
27. pt.
28. lb.
29. qt.
30. sec.
31. S., sm. or sml.
32. spk.
33. sq.
34. T., tb. or tbsp.
35. t., ts. or tsp.
36. temp.
37. wt.
38. A.P.
39. E.P.

d. Guidelines for following recipes efficiently
   1. Reading entire recipe before beginning
   2. Estimating time required for preparation
   3. Checking for availability of ingredients and equipment before beginning
   4. Gathering all ingredients before beginning
   5. Using the best utensils and equipment for each job
   6. Using assembly line techniques
   7. Following directions exactly
   8. Cleaning up as you work

(Continued on next page)

## EVALUATION (4.02)

a. Give the student several simple cooking assignments. For each cooking assignment specify the recipe and the time at which the food will be served. Have the student outline the precise steps (including times where appropriate) that he/she will follow to carry out each assignment. In writing up the assignment, the student should identify the proper procedures in the proper order and have the foods prepared in time to be served. After evaluating the student's written assignment, have him/her actually prepare the specified foods. The student should work efficiently, follow the proper procedures in the proper order and produce quality foods within the specified time limits.

b. Given a list of recipe abbreviations and a list of the corresponding terms, the student will correctly match the abbreviation to the term.

c. Given a list of recipe ingredients and a list of corresponding standard recipe substitutions, the student will match each ingredient with the correct standard substitute.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

e. Purposes of standard recipe substitutions
f. Standard recipe substitutions for various ingredients
    1. 1 sq. chocolate
    2. 1 c. cake or pastry flour
    3. 1 t. cornstarch
    4. 1 t. baking powder
    5. 1 c. milk
    6. 1 c. sour milk or buttermilk
    7. 1 c. butter
    8. 1 whole egg
    9. 1 c. sour milk and 1 t. soda in flour mixture
    10. 1 T. corn syrup (in candy)
    11. 1 c. honey

## TASK

4.03 Calculating recipe adjustments

## PERFORMANCE OBJECTIVE

Adjust standard recipes for greater or fewer number of servings. Convert °C to °F.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Basic mathematical skills for recipe adjustment and temperature conversion
b. Calculating the working factor for recipe adjustment
    1. To increase the number of servings
    2. To decrease the number of servings
c. Making common unit conversions
    1. Fractions of pounds to ounces
    2. Fractions of quarter to ounces
    3. Others

(Continued on back)

Provide Demonstration On:

a. Calculating the working factor
b. Making common unit conversions
c. Using the temperature conversion formula

Provide Practical Application On:

a. Calculating the working factor
b. Making common unit conversions
c. Rounding off fractional ounces
d. Using the temperature conversion formula

## INSTRUCTIONAL MATERIALS

Textbooks:

Haines, R., Math Principles for Food Service Occupations

A/Vs:

Prentice-Hall Media, "Following Recipes"

Tools and Equipment:

a. Recipes
b. Temperature conversion formula
c. Chart for rounding off fractional ounces
d. Chart of temperatures equivalents of °C and °F

**CLASSROOM HOURS** 3*

## EVALUATION (4.03)

a. Given a recipe based on a yield of 100 servings, the student will calculate the working factor and correctly adjust the quantities of recipe ingredients to provide (1) 75 servings and (2) 245 servings. Have student convert all fraction weights and measures to units commonly used in recipes.

b. Give student an adjusted recipe in which the following fractional quantities appear: .6 pounds of beef, .94 pounds of shortening, .8 pounds of mushrooms, .7 pounds of onions, and .05 quarts of wine. Have student make the following calculations: (1) convert fractional portions to ounces, and (2) round off the fractional ounces in "a" above by using the chart provided.

c. Given the following cooking temperatures in °C, the student can use the temperature conversion formula to determine the cooking temperature in °F: (1) 121°C, (2) 204°C, (3) 163°C.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

d. Rounding off fractional ounces
e. Disregarding inconsequential amounts resulting from recipe adjustments
f. Formula for converting °C to °F

## TASK

5.01 Understanding the fundamentals of nutrition

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the function, composition and food sources of essential nutrients and the effects of deficiencies of these nutrients.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Functions of nutrients in the body
   1. Energy
   2. Growth
   3. Maintenance
   4. Repair
b. Food as an energy source
   1. The calories as the unit of measurement
   2. Relative amounts of energy provided by protein, carbohydrate and fat
   3. Calories and obesity
c. Proteins
   1. Function in the body
   2. Amino acids, the building blocks of protein
   3. Complete and incomplete proteins and their sources
   4. Supplementary proteins
   5. Protein requirements of the body
   6. Protein content of common foods
   7. Kwashiorkor and other effects of protein deficiency
d. Fats
   1. Function in the body
   2. Triglycerides and fatty acids
   3. Saturated and unsaturated fats
   4. Essential and nonessential fatty acids and their sources

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. National Diary Council, A Guide to Good Eating
c. U.S. Department of Agriculture, Food Is More Than Just Something to Eat
d. Kraft Foods, Food and Nutrition Terms

A/Vs:

a. Interpretive Education, "Nutrition"
b. Career Aids, Inc., "Nutrient Needs"
c. Career Aids, Inc., "Nutrition and Exercise"
d. Career Aids, Inc., "Food: Health and Diet"

Tools and Equipment:

Chart of basic nutrients

**CLASSROOM HOURS** 8

Task 5.01 (Continued)

INSTRUCTIONAL ACTIVITIES

Provide Information On:

5. Effects of fat deficiency
6. Content and type of fat in common foods

e. Carbohydrates
    1. Function in the body
    2. Composition of carbohydrates
        a. Monosaccharides (simple sugars)
        b. Disaccharides
        c. Polysaccharides
    3. Content and type of carbohydrates in common foods

f. Vitamins and minerals
    1. Names of necessary vitamins and minerals
    2. Function in the body
    3. Water soluble and fat soluble vitamins
    4. Food sources of specific vitamins and minerals
    5. The I.U. (International Unit) for measuring vitamins
    6. The meaning of RDA (Recommended Dietary Allowance)
    7. The meaning of MDA (Minimum Daily Allowance)
    8. Deficiency diseases

g. Water, an essential non-nutrient
    1. Daily needs
    2. Role in bodily processes

h. Cholesterol
    1. Role in the body
    2. Food sources of cholesterol
    3. Role in development of atherosclerosis

i. Fiber or roughage (cellulose)
    1. Role in elimination and disease prevention
    2. Good sources of fiber

## EVALUATION (5.01)

a. Have student identify the functions of the following nutrients and materials: (1) proteins, (2) fats, (3) carbohydrates, (4) vitamins and minerals, (5) cholesterol and (6) fiber.

b. For each item in "a" above, have student identify the diseases or conditions which result from a dietary deficiency of the substance (In the case of cholesterol, ask about an excess).

c. Given the names of the basic types of nutrients and a list of various foods, the student will accurately identify the foods that belong in each category of nutrient.

d. For appropriate nutrients (proteins, fats, monosaccharides, disaccharides, polysaccharides, saturated, unsaturated, polyunsaturated fats), have student select (from a list) the characteristic chemical components or composition.

e. Have student identify the sources of and distinguish between: (1) complete and incomplete proteins and (2) essential and nonessential fatty acids.

## TASK

5.02 Developing a nutritionally complete diet

## PERFORMANCE OBJECTIVE

Demonstrate the ability to develop a nutritionally complete diet for persons of varying nutritional needs.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Factors influencing the nutritional needs of the individual
   1. Age
   2. Sex
   3. Environment
   4. Body size
   5. Level of activity
   6. Nutritional status
b. Purpose of the basic four food group plan
c. The milk and cheese group
   1. Foods included
   2. Size and number of servings
d. The meat group
   1. Foods included

(Continued on back)

Provide Practical Application On:

Analyzing and improving the diets of persons of varying nutritional needs

## INSTRUCTIONAL MATERIALS

Textbooks:

a. National Dairy Council, A Guide to Good Eating
b. U.S. Department of Agriculture, Food Is More Than Just Something to Eat
c. Texas Tech University, Home Economics Careers in Food Service

A/Vs:

a. Career Aids, Inc., "Food: The Choice is Yours"
b. Career Aids, Inc., "Nutrition for Teens"
c. Career Aids, Inc., "Nutrition and Exercise"
d. Career Aids, Inc., "Teenage Nutrition: The Picture of Health"
e. Career Aids, Inc., "Exploding Nutrition Myths"

**CLASSROOM HOURS** 12*

## EVALUATION (5.02)

a. Given the names of the basic food groups and a list of various foods, the student will correctly identify the group to which each food belongs.

b. Have the student eat his/her normal diet for three days and record all the food eaten. From this record, have the student prepare an individual diet study chart. For each meal, the student should record the number of servings from each food group. At the end of the three-day period, have the student use his/her knowledge of daily nutritional needs to analyze his/her diet. For each day he/she should indicate (1) food groups for which he/she had the recommended number of servings, (2) food groups for which he/she lacked the recommended number of servings, (3) foods which could have been added to the diet to correct the deficiencies discovered, (4) foods which were high in fiber, (5) foods which were high in cholesterol and (6) foods which were high in calories but low in nutritional value.

c. Given a diet, have student indicate what changes would have to be made to make it nutritionally adequate for (1) a child, (2) a male teenager, (3) a female teenager and (4) an elderly person.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

  2. Size and number of servings
- e. The vegetable and fruit group
  1. Food included
  2. Size and number of servings
  3. The importance of vitamins C and A
- f. The bread and cereal group
  1. Foods included
  2. Size and number of servings
- g. The new fifth group: fats, sweets, alcohol
- h. Strategies for improving the diet
  1. Reducing fat and cholesterol content
  2. Eliminating high carbohydrate, low nutrient foods
  3. Increasing the fiber content

## TASK

5.03 Planning menus with variety and nutritional balance

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the types and characteristics of menus.

## INSTRUCTIONAL ACTIVITIES

### Provide Information On:

a. Definition of menu
b. Importance of nutritional balance in menu planning
c. Importance of variety in menu planning
    1. Types of food
    2. Color
    3. Shape and size of food
    4. Consistency of food
    5. Temperature
    6. Flavor
    7. Preparation method
d. Economics of menu planning
    1. Cost and yield of market forms of foods

(Continued on back)

### Provide Demonstration On:

a. Examples of breakfast, luncheon, dinner and 'a la carte menus
b. Examples of specialty, limited, standard and extensive menus
c. Example of a cycle menu

### Provide Practical Application On:

Planning a menu which provides variety and nutritional balance

## INSTRUCTIONAL MATERIALS

### Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Texas Tech University, Home Economics Careers in Food Service
d. Hatchett, M., Food Service Management
e. Cornelius, E., Food Service Careers

### Tools and Equipment:

a. Breakfast, luncheon, dinner and 'a la carte menus
b. Specialty, limited, standard, extensive menus
c. Cycle menu

**CLASSROOM HOURS** 12*

## EVALUATION (5.03)

a. Have student identify (1) types and characteristics of menus for different meals, (2) types and characteristics of menus for various food service establishments and (3) the purpose and characteristics of cycle menus.

b. Have student identify the possible menu uses for various leftovers: (1) soups, (2) beef, (3) chicken or turkey, (4) vegetables, (5) fruits and (6) fish.

c. Provide student with a list of variety of prepared foods. Have student use these foods to plan breakfast, luncheon and dinner menus for a designated food service establishment. The student should plan menus that demonstrate a knowledge of basic nutrition and provide variety in type of food, color, consistency, etc.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    2. Convenience foods
    3. Effect of types of equipment available
    4. Incorporating leftovers into meal plans
    5. Utilizing in-season foods
e. Menu planning forms
f. Selecting a modified diet from a regular meal
g. Types and characteristics of menus for different meals
    1. Breakfast
    2. Luncheon
    3. 'a la carte
h. Types and characteristics of menus for different food service establishments
    1. Specialty
    2. Limited
    3. Standard
    4. Extensive
i. Purpose and characteristics of cycle menus
j. Special menu terminology
k. Layout and design of menus
l. Factors affecting the variety and number of selections on a menu

## TASK

5.04 Identifying special nutritional diets

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the purpose and characteristics of special nutritional diets.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. General and therapeutic diets
b. Types of therapeutic diets
    1. Liquid
        (a) clear-liquid
        (b) full-liquid
    2. Soft
    3. Bland
    4. Diabetic
    5. Calorie-restricted
    6. Calorie-controlled
    7. Fat-restricted
    8. Sodium (salt)-restricted
    9. High fiber
    10. Low cholesterol
    11. High protein

(Continued on back)

Provide Demonstration On:

Techniques for developing special diets

## INSTRUCTIONAL MATERIALS

Textbooks:

a. U.S. Department of Agriculture, Food Is More Than Just Something to Eat
b. Kraft Foods, Food and Nutrition Terms
c. Texas Tech University, Economics Careers in Food Service
d. U.S. Department of Health and Welfare, Special-Restrictive Diet Information

**CLASSROOM HOURS** 10*

## EVALUATION (5.04)

a. Given descriptions of individuals with various illnesses and conditions (edema, internal open lesions, too weak to chew, etc.), the student will correctly select the type of therapeutic diet that should be provided for each individual.

b. Given the names of various therapeutic diets and a list of foods, the student will correctly select (1) foods which should be served on each diet and (2) foods which should not be served on each diet.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

c. Characteristics of therapeutic diets
    1. Conditions requiring them
    2. Beneficial physiological effects
    3. Usual length of time on diet
    4. Foods allowed on diet
    5. Foods not allowed on diet
d. Vegetarian diets
e. The exchange list
    1. Purpose and characteristics
    2. Utility in preparing various types of diets
f. Nourishments and supplemental feedsings
g. The importance of following prescribed diets

## TASK

5.05 Preserving the nutritional value of foods

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the methods for minimizing nutrient loss during food preparation, cooking and storage.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Two types of nutrient loss
   1. Solution loss (vitamins and minerals)
   2. Nutrient destruction (vitamins only)

b. Characteristics of solution loss
   1. Affects water soluble nutrients
   2. Nutrients change location (are not destroyed)

c. Guidelines for reducing solution loss
   1. Avoid soaking
   2. Use soaking liquid for cooking

(Continued on back)

Provide Demonstration On:

a. Cooking vegetables to tender-crisp stage

b. Effects of improper cooking on foods

## INSTRUCTIONAL MATERIALS

Textbooks:

Gates, J., Basic Foods

A/Vs:

a. Prentice-Hall Media, "Storing Foods"

b. Butterick, "Principles of Cookery"

c. Butterick, "Quality Control"

d. Career Aids, Inc., "Playing It Safe with Food"

Tools and Equipment:

Materials for cooking vegetables tender-crisp

**CLASSROOM HOURS** 4

## EVALUATION (5.05)

a. Have student identify (1) the factors which destroy nutrients and (2) the characteristics of solution loss.

b. Have student identify the procedures to follow to minimize nutrient loss during the storing, preparing and cooking of specific foods (fruit salad, green beans, etc.). Evaluate student on the completeness of responses.

c. Have student identify storage practices that help to retain nutrients.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    3. Cook in least amount of water
    4. Use waterless cooking methods
    5. Shorten cooking time
        (a) Cook only to tender-crisp stage
        (b) Start foods in boiling water or hot pan
        (c) Cover pan to retain heat

d. Factors which destroy nutrients
    1. Light
    2. Heat
    3. Air (oxidation)
    4. Acidic or alkaline media (pH)

e. Vitamins which are susceptible to each type of destruction

f. Indications of nutrient oxidation
    1. Browning of fruits and vegetables
    2. Wilting of fresh vegetables
    3. Rancidity of fats

g. Guidelines for preventing nutrient oxidation
    1. Leave foods in large pieces.
    2. Chop foods immediately before using.
    3. Start foods in boiling water or hot pans.
    4. Keep foods refrigerated or frozen.
    5. Avoid buying wilted produce.

h. Storage practices that help retain nutrients
    1. Maintaining proper temperature
        (a) Dry storage
        (b) Refrigerator storage
        (c) Freezer storage
    2. Rotating stock
    3. Cross-stacking for ventilation
    4. Proper coverings and containers

## TASK

5.06 Understanding the nutrient labels of processed foods

## PERFORMANCE OBJECTIVE

Demonstrate the ability to understand the nutritional information provided by food labels.

## INSTRUCTIONAL ACTIVITIES

**Provide Information On:**

a. The purpose and importance of nutrient labeling
b. Information required on food labels
   1. Size of serving
   2. Number of servings per container
   3. Calories per serving
   4. Grams of carbohydrate, fat, protein per serving

(Continued on back)

**Provide Demonstration On:**

Reading processed food labels

**Provide Practical Application On:**

Comparing nutrient content of several brands of the same food product

## INSTRUCTIONAL MATERIALS

**Textbooks:**

a. Gates, J., *Basic Foods*
b. National Canners Association, *It's On the Label*
c. National Nutrition Consortium, *Nutrition Labeling - How to Make It Work For You*

**A/Vs:**

Career Aids, Inc., "Label Literacy: How to Read Food Packaging"

**Tools and Equipment:**

Assorted labeled processed foods

## CLASSROOM HOURS

4*

## EVALUATION (5.06)

a. Given a variety of labeled processed foods, the student will use label information (1) to determine which of the Basic Four Food Groups the food belongs to, (2) to determine the number of calories per serving, (3) to determine the percentage of U.S. RDA or protein and selected vitamins and minerals, (4) to identify common food additives and their functions, and (5) to indicate whether the food is fortified or enriched.

b. For two of the labeled processed foods, the student will use his/her knowledge of the stability of nutrients to accurately indicate (1) which of the nutrients is susceptible to solution loss, and (2) which of the nutrients is susceptible to heat, light, air or pH destruction.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

c. Additional label information
    1. Cholesterol content per serving
    2. Saturated and polyunsaturated fatty acid content per serving
d. U.S. RDA compared to RDA
e. Nutrient fortification and enrichment
    1. Purpose
    2. Examples of enriched and fortified foods
f. Identify and function of common food additives
    1. Sodium
    2. Citric acid
    3. Various sugars
    4. Flavor enhancers
    5. Artificial colors
    6. Preservatives
g. Foods for which nutrient labels are not required

## TASK

6.01 Identifying the functions of basic ingredients used in baking

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the functions of the basic ingredients used in baking.

## INSTRUCTIONAL ACTIVITIES

**Provide Information On:**

a. Function of flour in baked goods
    1. Structural ingredient
    2. Glutten formation and function and characteristics
b. Types and characteristics of wheat flours (according to baking purpose)
    1. Bread flour (hard wheat)
    2. Pastry flour (soft wheat)
    3. All-purpose flour
    4. Cake flour
    5. Whole wheat flour

(Continued on back)

**Provide Demonstration On:**

a. Gluten formation
b. Properties of different types of wheat flour. (Weigh one cup of various wheat flours. Use weight differences to emphasize the characteristics of various flours.)

## INSTRUCTIONAL MATERIALS

**Textbooks:**

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Ray, M., and Lewis E., Exploring Professional Cooking
d. Kotschevar, L., Quantity Food Production
e. Sultan, W., Elementary Baking

**A/Vs:**

a. Butterick, "Principles of Food Service"
b. Career Aids, Inc., "Bakery Products"

**Tools and Equipment:**

a. Flour and water
b. Types of wheat flour
c. Scales
d. One-cup measure

## CLASSROOM HOURS

8*

## EVALUATION (6.01)

a. Given a list of the functions of basic baking ingredients and a list of the basic ingredients themselves, the student will correctly match each ingredient with its function.

b. Have student identify (1) the types of wheat flours used in baking, (2) the types of sugars used in baking, (3) the types of shortenings used in baking, (4) the types of liquids used in baking and the size of eggs used in baking.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

c. Purpose and types of leavening agents
d. Functions of eggs in baked goods
    1. Structural ingredient
    2. Emulsifying agent
    3. Source of liquid
    4. Incorporates air to improve leavening
    5. Adds flavor, color and nutrients
e. Functions of fats in baked products
    1. Tenderizes
    2. Produces crispness
    3. Provides flavor
f. Types and methods of blending shortenings for baking
    1. Hydrates starch and gluten-forming proteins in flour
    2. Solvent for salts, leavening agents and sugar
    3. Forms steam for leavening
h. Types and effects of liquids in baked products
    1. Milk (various forms)
    2. Water
    3. Fruit juices
i. Function of sugar in baked products
    1. Provides sweetness
    2. Tenderizes
    3. Increases browning
    4. Incorporates air when creamed
    5. Stabilizes egg white foams
    6. Provides energy for yeast to produce $CO_2$
j. Using different forms of sugar in baking
    1. Sucrose
    2. Syrup
    3. Molasses
    4. Honey

## TASK

6.02 Using leavening agents

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the characteristics and use of the leavening agents.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of leavening agents
b. Gases which leaven
    1. Carbon dioxide ($CO_2$)
    2. Air
    3. Steam
c. Methods of incorporating air into batters and doughs
    1. Beating eggs
    2. Creaming fats, sugars and eggs
    3. Vigorous mixing
d. Characteristics of air as a leavening agent
    1. Expands upon heating
    2. Always act in combination with another leaven
e. Characteristics of steam as a leavening agent
    1. Often the only leavening agent
    2. Ratio of flour to water determines leavening action
f. Chemical leavening agents which produce $CO_2$
    1. Baking soda (plus acid ingredient)
    2. Baking powders
g. Baking powders as leavening agents
    1. Composition of baking powders
    2. Characteristics of quick-acting baking powders
    3. Characteristics of double-acting baking powders

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Kotschevar, L., Quantity Food Production
c. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
d. Ray, M., and Lewis, E., Exploring Professional Cooking

A/Vs:

Career Aids, Inc., "Bakery Products"

| CLASSROOM HOURS | 1 |
|---|---|

## EVALUATION (6.02)

a. Given a list of the gases which leaven baked products, the student will correctly select (from a list) the ingredients, organisms or processes which introduce each gas into baked products.

b. Have student identify the factors which control the action of yeast in doughs.

c. Have student identify (1) three acid ingredients used with baking soda for leavening, (2) ingredients in baking powder, (3) advantages and disadvantages of quick-acting and double-acting baking powders, (4) causes of inadequate chemical leavening, (5) effects of excess chemical leavening, (6) effects of moisture on chemical leavening agents and (7) how to substitute baking powder and baking soda.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

h. Determining the amount of baking powder
i. Substitutions of baking powder and baking soda
j. Measuring and mixing chemical leavening agents
k. Protecting chemical leavening agents from moisture
l. Causes of inadequate chemical leavening baked goods
m. Effects of excessive chemical leavening in baked goods
n. Biological leavening agents which produce $CO_2$
    1. Yeast
    2. Bacteria
o. The fermentation process in doughs
    1. Importance of temperature
    2. Effects of acidity
    3. Effects of amount of sugar or salt
p. Market forms, characteristics, and uses of yeast
    1. Compressed yeast
    2. Active dry yeast
q. Production of $CO_2$ by bacteria in sour dough and salt-rising breads
    1. Preparing the starter
    2. The danger of contamination of starters

## TASK

6.03 Using fats

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the forms, uses and characteristics of fats.

## INSTRUCTIONAL ACTIVITIES

**Provide Information On:**

a. Basic forms of fats
    1. Solid
    2. Liquid
b. Chemical composition and saturation of fats
c. Composition, sources and uses of cooking fats
    1. Hydrogenated shortenings
    2. Lard
    3. Table fats
        (a) Butter
        (b) Margarine
        (c) Clarified butter
        (d) Diet margarine
        (e) Whipped margarine

(Continued on back)

**Provide Demonstration On:**

Appearance and taste of cooking fats, table fats and oils

## INSTRUCTIONAL MATERIALS

**Textbooks:**

a. Gates, J., Basic Foods
b. Kotschevar, L., Quantity Food Production

**A/Vs:**

a. National Educational Media, "Deep Fat Frying"
b. Career Aids, Inc., "Fats and Oils"

**Tools and Equipment:**

Cooking fats, table fats, oils

## CLASSROOM HOURS

1

## EVALUATION (6.03)

a. Have student identify (1) the cooking methods which utilize fats as a cooking medium and (2) fats which are best suited to each cooking method.

b. Have student identify (1) methods and procedures for storing fats that prevent randicity and (2) foods which may spoil due to the fat becoming rancid.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- 4. Oils
    - a. Salad (winterized)
    - b. Corn
    - c. Cottonseed
    - d. Sesame
    - e. Soy
- d. Substituting fats in cooking
- e. Fat-containing foods subject to rancidity
- f. Preventing rancidity in stored fats
    - 1. Avoid overheating
    - 2. Strain reusable fats
    - 3. Store in cool place
    - 4. Store in closed, opaque containers
    - 5. Avoid iron and copper kettles
    - 6. Add fresh fat to used fat
    - 7. Use fats containing antioxidants
- g. Fat as a cooking medium
    - 1. Advantages and disadvantages of frying in fats
    - 2. Cooking methods that utilize fats
- h. Deep-fat frying
    - 1. The smoking point of fats
    - 2. Effects of too high frying temperature
    - 3. Effects of too low frying temperature
    - 4. Factors determining the proper frying temperature
    - 5. Factors determining the amount of fat absorption
- i. Functions of fats in baked goods

## TASK

6.04 Using sugar

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the types, functions and characteristics of sugar important in food preparation.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Chemical composition of sugar
b. Nutritional value of sugar
c. Types and sources of sugars occurring naturally in food
d. Types of sweeteners used in food preparation, sweetness equivalents and calorie content
    1. Table sugar (sucrose)
    2. Honey
    3. Molasses
    4. Maple syrup

(Continued on back)

Provide Demonstration On:

Types and tastes of different dry and liquid sweeteners

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Ray, M., and Lewis, E., Exploring Professional Cooking
d. Sultan, W., Elementary Baking
e. Kotschevar, L., Quantity Food Production

Tools and Equipment:

Dry and liquid sweeteners

**CLASSROOM HOURS** 7*

## EVALUATION (6.04)

a. Have student identify (1) the sugar most often used in cooking, (2) the source of this sugar, (3) examples of liquid sugars used in cooking and (4) examples of dry sugars used in cooking.

b. Have student identify foods, besides baked goods, in which sugar has an important function in addition to sweetening.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

e. Types of granulated sugars
   1. Regular
   2. Verifine
   3. Powdered
f. Chemical reactions of sucrose important in cooking
   1. Hydrolysis (inversion)
   2. Caramelization
g. Characteristics of sugar solutions important in making candy and frostings
h. Functions of sugar
   1. In baked products
   2. In frozen desserts
   3. In meringue pies
   4. As a preservative
i. Proper storage of sugar
j. Substituting sugars in cooking and baking
k. Effect of added sugar in raw and cooking fruit
l. Measuring different kinds of sugars for cooking and baking

## TASK

6.05 Using eggs

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the characteristics and uses of eggs in food preparation tasks.

## INSTRUCTIONAL ACTIVITIES

**Provide Information On:**

a. Structure and parts of the egg
b. Nutritional value of eggs
c. Consumer grades of eggs
    1. Grade AA
    2. Grade A
    3. Grade B
d. Sizes of eggs
e. Sanitary practices for handling and storing eggs
    1. Using cracked eggs safely
    2. Safe practices for washing eggs

(Continued on back)

**Provide Demonstration On:**

a. Beating egg white foam to different stages
b. Separating the yolk from the white
c. Beating whole egg and yolk foams

**Provide Practical Application On:**

a. Separating egg yolks and whites
b. Beating egg whites, whole egg and yolk foams

## INSTRUCTIONAL MATERIALS

**Textbooks:**

a. Gates, J., Basic Foods
b. U.S. Department of Agriculture, Egg Grading Manual
c. Georgia Egg Commission, The Egg
d. Poultry and Egg National Board, Eggs-Basic Information for Young Homemakers
e. Texas Agriculture Extension Service, About Eggs
f. Kotschevar, L., Quantity Food Production

**A/Vs:**

a. National Educational Media, "Give an Egg a Break"
b. Career Aids, Inc., "Eggs and Cheese"

**Tools and Equipment:**

a. Eggs
b. Mixer with proper attachment
c. Bowls

## CLASSROOM HOURS

18*

## EVALUATION (6.05)

a. Have student list: (1) the parts of the composition of an egg; (2) state how the quality of the egg is determined; (3) list at least ten functions of the egg's use in the human body; (4) describe the versatility of the egg and (5) outline major tips on cooking eggs.

b. Have student identify: (1) food preparation tasks in which cracked eggs may be safely used; (2) proper procedures for storing eggs and (3) improper cooking procedures that result in tough, rubbery eggs.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

    3. Temperatures for storing eggs and foods containing eggs
    4. Storing whole eggs, yolks and whites out of the shell
    5. Freezing whole eggs, yolks and whites
f. Uses of eggs in food preparation
    1. Thickening agent (sauces, soft custards)
    2. Gelling agent (baked custards)
    3. Structural ingredient (sponge cakes, popovers)
    4. Leavening agent (incorporates air with foam)
    5. Source of water (cookie doughs, sponge cakes)
    6. Emulsifier (mayonnaise, cakes)
    7. Binding agent (meat loaves, breadings)
    8. Provide nutrients, flavor, texture
g. Effects of heating on eggs
    1. Gelatin and coagulation
    2. Detrimental effect of excessive heat
h. Egg substitutes
i. Separating egg yolks and whites
j. Egg foams
k. Foods in which eggs are a major ingredient

## TASK

6.06 Using milk and milk products

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the forms, uses and characteristics of milk and milk products.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Forms of milk
    1. Fresh, canned and dried
    2. Cream, whole, lowfat and nonfat
    3. Cultured
    4. Evaporated and condensed
b. Nutritional value of milk and milk products
c. Forms of milk processing
    1. Pasteurizing
    2. Homogenizing
    3. Adjusting fat content
    4. Concentration, dehydration and canning

(Continued on back)

Provide Demonstration On:

Whipping cream

Provide Practical Application On:

Whipping cream

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Ray, M., and Lewis, E., Exploring Professional Cooking
c. Kotschevar, L., Quantity Food Production
d. Sultan, W., Elementary Baking

A/Vs:

Career Aids, Inc., "Eggs and Cheese"

Tools and Equipment:

a. Cream for whipping
b. Mixer and proper attachment
c. Sugar
d. Mixing bowl

## CLASSROOM HOURS

10*

## EVALUATION (6.06)

**a. Have student describe in writing the uses of milk in baked products, list forms in which milk may be purchased, describe the effects milk has in baked goods and outline at least 5 by-products of milk.**

**b. Have student identify (1) methods for preventing scorching and skin formation in heated milk, (2) possible causes of curdling of milk in food preparation and (3) cause of stringiness and graininess in cooked cheese.**

**c. Have student identify the temperature appropriate for the storage of milk and the shelf life of milk held under ideal conditions.**

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

    5. Culturing for yogurt, sour cream and buttermilk
    6. Cheese production
d. Types and characteristics
    1. Unripened
    2. Ripened
    3. Processed
e. Storage and sanitation of milk and milk products
    1. Storage life and conditions
    2. Effects of freezing
f. Techniques of cooking with milk
    1. Preventing scorching
    2. Preventing skin formation
g. Preventing stringiness and graininess in cooked cheese
h. Substituting milk products for one another
i. Uses of milk in food
j. Whipping cream and milks

## TASK

6.07 Using starches and thickening agents

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the types and characteristics of starches that are important in preparing foods.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Chemical composition of starches
b. Purpose of starches and thickening agents in cooking
c. Types of starches and thickening agents
    1. Arrowroot
    2. Tapioca
    3. Cornstarch
    4. Wheat flour
    5. Others
d. Effects of heat on starch paste
e. Thickening characteristics of different types of starches and agents

(Continued on back)

Provide Demonstration On:

a. Preparing thickening agents
b. Effect of heat on starch paste
c. Adding starches to liquids

Provide Practical Application On:

Preparing thickening agents

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., *Basic Foods*
b. Haines, R., *Food Preparation for Hotels, Restaurants and Cafeterias*

A/Vs:

Prentice-Hall Media, "Stocks and Thickening Agents"

## CLASSROOM HOURS

1

## EVALUATION (6.07)

Have student identify (1) the purpose of starches in cooking, (2) common starches and thickening agents, (3) methods of adding starches to liquids and (4) foods in which starches and thickening agents are basic ingredients.

### INSTRUCTIONAL ACTIVITIES

Provide Information On:

f. Methods of adding starches to liquids
   1. Mix with cool or warm water first.
   2. Mix with sugar first.
   3. Mix with fat first (roux).

g. Factors affecting the viscosity of starch mixtures

h. Liquids used in starch mixtures

i. Foods in which starches and thickening agents are basic ingredients
   1. Various sauces
   2. Gravies
   3. Puddings

j. Storage of starches and thickening agents

## TASK

6.08 Using seasonings

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the different categories of seasonings and the ways that seasonings are used in preparing different types of foods.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Function of seasonings
b. Categories of seasonings and their characteristics
    1. Herbs
    2. Spices
    3. Seeds
    4. Vegetables
    5. Mixtures
    6. Wines/liqueurs
c. Forms of seasonings
    1. Whole
    2. Ground
    3. Rubbed
d. Characteristics of individual seasonings

(Continued on back)

Provide Demonstration On:

a. Individual seasonings (have student observe smell and taste each)
    1. Very fresh seasonings
    2. Older seasonings that have lost color, flavor, aroma
b. Making a spice bag
c. Tying fresh seasonings in a bunch

Provide Practical Application On:

a. Have student make a spice bag for a soup or gravy.
b. Have student tie fresh seasonings in a bunch for a prepared dish.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Kotschevar, L., Quantity Food Production
d. Collins, M., Spices of the World Cookbook
e. U.S. Department of Agriculture, Consumer and Food Economics

Tools and Equipment:

a. Seasonings (very fresh and older)
b. Cheesecloth
c. String

**CLASSROOM HOURS** 1

## EVALUATION (6.08)

a. Have student identify the six categories of seasonings. Then, given a list of individual seasonings, the student will correctly select the individual seasonings that belong in each category.

b. Have student identify three foods or types of foods for which each seasoning is appropriate.

c. Provide student with recipes for various types of foods from which the seasonings have been deleted. Have student choose the type and quantity of seasonings that he/she would use for each recipe. The student should choose appropriate seasonings and indicate reasonable quantities of seasonings.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    1. Part of plant seasoning is derived from
    2. Geographical origin of seasoning plant
e. Types of foods each seasoning is used for
f. Proper storage of seasonings
    1. Dry, cool environment
    2. Air-tight containers
    3. Shelf life of various seasonings
g. Cooking with fresh seasonings
    1. Making a spice bag
    2. Tying in a bunch
h. Determining the freshness of seasonings
    1. By color, flavor and aroma
    2. By date
i. Methods of acquiring
    1. Imported
    2. Locally grown
j. Imitation spices
    1. Means of production
    2. Advantages and disadvantages
    3. Common imitation spices
k. Guidelines for using seasonings
    1. To enhance, not disguise, natural flavors
    2. The importance of time of addition
    3. Rubbing herbs to release flavor
    4. Determining the quantity of seasonings

## TASK

6.09 Using nuts

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of types, characteristics and uses of nuts for food preparation tasks.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Nutritional value of nuts and seeds
b. Sanitary storage of nuts
   1. Preventing insect infestation
   2. Shelf life
c. Preparing nuts for recipe uses
   1. Methods of shelling
   2. Blanching
   3. Roasting
d. Types of nuts
e. Uses of nuts in food preparation
f. Seeds used as nuts

Provide Demonstration On:

a. Kinds of nuts and seeds
b. Preparing nuts and seeds for recipes

Provide Practical Application On:

Preparing nuts and seeds for recipes

## INSTRUCTIONAL MATERIALS

Textbooks:

Gates, J., Basic Foods

Tools and Equipment:

a. Nuts
b. Seeds
c. Recipes

**CLASSROOM HOURS** 1

## EVALUATION (6.09)

Have student identify (1) common nuts and their uses in food preparation, (2) procedures for sanitary storage of nuts and (3) basic nutrient which composes fifty percent of most nuts and seeds.

## TASK

7.01 Identifying the basic methods of heating foods

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the basic methods of cooking foods in moist heat, dry heat, steam and fat.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Positive effects of heating foods
b. Negative effects of heating foods
c. Cooking media
   1. Air
   2. Water
   3. Steam
   4. Fat
d. Cooking methods utilizing air (dry heat cookery methods)
   1. Baking
   2. Roasting
   3. Broiling

(Continued on back)

Provide Demonstration On:

a. Dry heat cookery methods
b. Moist heat cookery methods
c. Microwave cooking

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias

A/Vs:

a. National Educational Media, "Deep Fat Frying"
b. Career Aids, Inc., "Microwave Cooking"
c. Career Aids, Inc., "Surface Cooking"
d. Career Aids, Inc., "Broiling and Grilling"

Tools and Equipment:

a. Pots
b. Pans
c. Baking sheets
d. Necessary utensils

## CLASSROOM HOURS

9*

## EVALUATION (7.01)

a. Given a set of descriptions of the basic methods of heating foods, the student will correctly identify the term that matches each description.

b. Have student identify 3 foods that are commonly prepared by each cooking method.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

e. Cooking methods utilizing water (moist heat cookery methods)
    1. Boiling
    2. Simmering
    3. Stewing
    4. Braising
    5. Poaching
f. Steam cooking (moist heat)
g. Cooking methods utilizing fats
    1. Sauteing
    2. Pan frying
    3. Deep fat frying
h. Types of energy transfer in cooking
    1. Conduction
    2. Convection
    3. Radiation
    4. Microwaves
i. Tools and equipment involved in the heating of foods by each method
j. Preparation techniques that precede each method of heating

## TASK

8.01 Preparing quick breads

## PERFORMANCE OBJECTIVE

Prepare basic quick breads that have desired interior and exterior characteristics.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Definitions of quick breads
b. Basic ingredients in quick breads
c. Varying proportions of ingredients in quick breads
d. Types of non-breakfast quick breads
    1. Muffins
    2. Loaves
    3. Biscuits
    4. Popovers
    5. Cornbread and corn muffins
e. Mixing quick breads
    1. Mixing methods and equipment

(Continued on back)

Provide Demonstration On:

a. Mixing methods and equipment for quick breads
b. Characteristics of properly mixed batter or dough
c. Rolling out and cutting biscuit dough
d. Prepared quick breads that display desirable and undesirable characteristics

Provide Practical Application On:

a. Preparing muffins
b. Preparing a loaf quick bread

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Kotschevar, L., Quantity Food Production
d. Amendola, J., and Lundberg, D., Understanding Baking

A/Vs:

a. Wheat Flour Institute, "Biscuit Method, Part I"
b. Wheat Flour Institute, "Muffin Method, Part I"

Tools and Equipment:

a. Standard recipes
b. Mixing and measuring equipment and utensils
c. Baking containers or pans
d. Ovens
e. Necessary ingredients

**CLASSROOM HOURS** 6

## EVALUATION (8.01)

Given a standard recipe and the necessary ingredients and equipment, the student will accurately prepare the following quick breads: (1) muffins, (2) loaf quick bread, (3) biscuits, (4) popovers and (5) cornbread. The breads should exhibit the desired interior and exterior characteristics as determined by the instructor.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

  2. Characteristics of properly mixed batter
f. Baking quick breads
  1. Proper baking containers
  2. Pan preparations
  3. Cooking times and temperatures
g. Problems and remedies in baking
  1. Overbrowning
  2. Collapsing
h. Problems and remedies in muffin preparation
  1. Tunnels
  2. Peaked tops
i. Types of biscuits
  1. Flaky
  2. Breadlike
  3. Drop bisquits
j. Rolling out and cutting biscuit dough
k. Exterior characteristics of properly baked quick breads
  1. Shape
  2. Size
  3. Color
  4. Crust
l. Interior characteristics of properly baked quick breads
  1. Color
  2. Grain
  3. Texture
  4. Flavor

Provide Practical Application On:

c. Preparing biscuits
d. Preparing popovers
e. Preparing cornbread

## TASK

8.02 Preparing basic yeast bread products

## PERFORMANCE OBJECTIVE

Prepare basic yeast breads that have the desired interior and exterior characteristics.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Basic ingredients and their functions
b. Types of yeast breads
    1. Sweet dough products
    2. Fried products
    3. Bun products
    4. Loaf products
c. Three methods of preparing yeast doughs
    1. Straight dough method
    2. Sponge method
    3. Batter or no-knead method
d. Basic steps in preparing yeast doughs
    1. Mixing
    2. Kneading

(Continued on back)

Provide Demonstration On:

a. Three common methods of preparing yeast doughs
b. Basic steps in preparing yeast breads
c. Techniques of molding yeast dough
d. Using mixing equipment and attachments for yeast doughs
e. Yeast bread products displaying desired interior and exterior characteristics

Provide Practical Application On:

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Amendola, J., and Lundberg, D., Understanding Baking
d. Kotschevar, L., Quantity Food Production
e. Texas Tech University, Home Economics Careers in Food Service

A/Vs:

a. Scope Productions, "Bread Making-Mixing
b. Scope Productions, "Bread Making-Kneading and Breaking"
c. Career Aids, Inc., "Bakery Products"

Tools and Equipment:

(Continued on back)

| CLASSROOM HOURS | 8 |
|---|---|

## EVALUATION (8.02)

a. Given a standard recipe and the necessary ingredients and equipment, the student will accurately perform the necessary steps to prepare (1) a yeast bread loaf product and (2) a yeast bread roll product. The student should follow the proper procedures in preparing each bread and produce baked goods which have the desired interior and exterior characteristics.

b. Have student use prepared dough to mold various types of yeast bread products. Student should follow the proper steps in molding each product. The finished baked goods should have the desired shape and characteristics, as specified by the instructor.

c. Have student identify the proper methods of storing yeast bread products.

### INSTRUCTIONAL ACTIVITIES

Provide Information On:

  3. Rising
  4. Punching
  5. Scaling
  6. Rounding
  7. Resting
  8. Molding
  9. Panning
  10. Proofing
- e. Techniques of molding yeast dough for various products
  1. Bread loaf
  2. Parkerhouse rolls
  3. Bowknots and rosettes
  4. Crescent rolls
  5. Fantans
  6. Cloverleaf rolls
  7. Butterfly rolls
- f. Baking yeast bread products
  1. Baking time and temperature
  2. Tests for doneness
  3. Shredding of loaves
  4. Pan preparation
- g. Desirable characteristics of exterior of yeast breads
  1. Shape
  2. Size
  3. Color
  4. Crust
- h. Desirable characteristics of interior of yeast breads
- i. Care and storage of yeast bread products

Provide Practical Application On:

- a. Making basic yeast dough (by one or more methods)
- b. Molding yeast dough into various bread products
- c. Preparing a yeast bread loaf product
- d. Preparing a yeast bread bun product

### INSTRUCTIONAL MATERIALS

Tools and Equipment:

- a. Standard recipes
- b. Mixing equipment and attachments
- c. Measuring and weighing equipment
- d. Proof box
- e. Baking pans
- f. Ovens
- g. Ingredients for preparing yeast breads

## TASK

8.03 Preparing sweet dough products

## PERFORMANCE OBJECTIVE

Prepare fried and baked sweet dough products that have the desired interior and exterior characteristics.

## INSTRUCTIONAL ACTIVITIES

### Provide Information On:

a. Sweet dough and basic yeast dough, compared
    1. Additional sugar, fats and eggs in sweet dough
    2. Similar mixing methods
    3. Lower baking temperatures for sweet dough products
b. Examples of sweet dough products
    1. Sweet rolls
    2. Coffee cakes
    3. Pecan rolls
    4. Cinnamon buns
    5. Doughnuts

(Continued on back)

### Provide Demonstration On:

a. Using mixing equipment and attachments for sweet dough preparation
b. Molding sweet doughs for selected products
c. Rolling and cutting doughnuts
d. Frying doughnuts
e. Sweet dough products
f. Displaying the desired characteristics

### Provide Practical Application On:

(Continued on back)

## INSTRUCTIONAL MATERIALS

### Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Amendola, J. and Lundberg, D., Understanding Baking
d. Lundberg, D. and Kotschevar, L., Understanding Cooking
e. Texas Tech University, Home Economics Careers in Food Service

### Tools and Equipment:

a. Standard recipes
b. Mixing equipment and attachments
c. Weighing and measuring equipment
d. Baking pans
e. Proof box
f. Ovens and deep frying equipment
g. Ingredients for various sweet dough products

## CLASSROOM HOURS

6

## EVALUATION (8.03)

a. Given a standard recipe and the necessary ingredients and equipment, the student will prepare (1) a baked sweet dough product and (2) a fried sweet dough product. The student should follow the proper procedures in preparing each product and prepare goods which have the desired interior and exterior characteristics as specified by the instructor.

b. Given a standard recipe and the necessary ingredients and equipment, the student will prepare a topping or glaze for a sweet dough product. The resulting product should meet the instructor's specifications of quality and taste.

c. Have the student use prepared sweet dough and fillings to mold selected product. Student should follow the proper steps in molding each product. The finished baked goods should have the desired shape and characteristics as specified by the instructor.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

c. Techniques of molding sweet doughs for selected products
d. Special techniques for preparing Danish sweet dough
e. Rolling and cutting doughnuts (by hand or machine)
f. Frying doughnuts
g. Fillings, toppings and glazes for sweet dough products
h. Desirable characteristics of various sweet dough products

Provide Practical Application On:

a. Preparing a baked sweet dough product
b. Preparing a fried sweet dough product
c. Molding selected sweet dough products
d. Preparing a topping or glaze for a sweet dough product
e. Preparing a filling for a sweet dough product

## TASK

8.04 Preparing breakfast breads and quick breads

## PERFORMANCE OBJECTIVE

Prepare breakfast breads and quick breads.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of breakfast quick breads and breads
    1. Toast
    2. English muffins
    3. French Toast
    4. Waffles
    5. Pancakes
b. Basic ingredients and proportions of ingredients in quick breads
c. Preparing pancakes
    1. Muffin method of mixing
    2. Use of the griddle
    3. Proper turning procedures
    4. Desirable characteristics of pancakes

(Continued on back)

Provide Demonstration On:

a. Mixing and baking English muffins
b. Preparing French toast
c. Mixing and grilling pancakes
d. Mixing and cooking waffles

## INSTRUCTIONAL MATERIALS

Textbooks:

Gates, J., Basic Foods

A/Vs:

Career Aids, Inc., "Bakery Products"

Tools and Equipment:

a. Standard recipes
b. Weighing and measuring equipment
c. Mixing equipment, bowls and utensils
d. Griddle, waffle iron, oven
e. Turners
f. Ingredients specified in standard recipes

| CLASSROOM HOURS | 4 |
|---|---|

## EVALUATION (8.04)

Given standard recipes, necessary supplies, ingredients and equipment, the student will prepare the various breakfast breads and quick breads according to instructor's standards.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

d. Preparing waffles
    1. Purpose of high fat and egg content
    2. Mixing procedures
    3. Beating egg whites properly
    4. Using the waffle iron
    5. Desired characteristics of waffles
e. Preparing English muffins
    1. Ratio of ingredients
    2. Mixing pan preparation and baking
    3. Desired characteristics
f. Preparing French toast
    1. Preparing dipping mixture
    2. Procedures for cooking
g. Condiments served with breakfast breads and quick breads
h. Portion size and serving practices

## TASK

8.05 Preparing crepes (French pancakes)

## PERFORMANCE OBJECTIVE

Prepare and cook crepes and crepe dishes.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Crepe batter as variation of basic quick bread batter
b. Refrigerating batter before cooking
c. Pan selection and preparation
d. Pouring the correct amount of batter
e. Cooking and turning procedures
f. Use of rubber scraper and cotton glove for turning
g. Effects of overcooking
h. Ingredients folded or rolled into crepes

Provide Demonstration On:

a. Preparing crepes
b. Filling, rolling and folding crepes to various recipe specifications

Provide Practical Application On:

Preparing, filling, rolling and folding crepes

## INSTRUCTIONAL MATERIALS

Textbooks:

Gates, J., Basic Foods

Tools and Equipment:

a. Standard recipes
b. Mixing equipment and utensils
c. Measuring and weighing equipment
d. Pan of suitable type and diameter
e. Rubber scraper and cotton glove
f. Ingredients necessary for preparation of crepes and crepe dishes
g. Other equipment as indicated in recipes

## CLASSROOM HOURS

3

## EVALUATION (8.05)

Given access to ingredients and equipment required, the student will use correct equipment and procedures to mix, cook, fold and roll crepes and to prepare crepe dishes to desired specifications.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

i. Recipe uses of crepes
    1. Entrees
    2. Casseroles
    3. Desserts
    4. Other
j. Common dessert crepes
    1. Blintzes
    2. Crepes Suzette
k. Serving crepes

## TASK

8.06 Preparing cream puffs and eclairs

## PERFORMANCE OBJECTIVE

Prepare cream puffs and eclairs.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Methods for preparing choux paste
b. Portioning for uniform size
c. Preparation of pans
d. Temperature of ovens
e. Desirable characteristics of cream puffs
f. Techniques of handling after baking
g. Varieties of fillings
h. Techniques used in filling
i. Correct procedure for icing
j. Problems in making cream puffs

Provide Demonstration On:

a. Preparing choux paste
b. Mixing, baking, filling and icing cream puffs and eclairs

Provide Practical Application On:

Preparing cream puffs and eclairs

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Ohio Department of Education, Food Service

A/Vs:

Career Aids, Inc., "Bakery Products"

Tools and Equipment:

a. Standard recipes
b. Weighing and measuring equipment
c. Mixing equipment and utensils
d. Pans for baking
e. Pastry bag and tip or cookie press
f. Ingredients for pastry, filling and frosting

**CLASSROOM HOURS** 3

## EVALUATION (8.06)

Given recipes, necessary equipment and ingredients, the student will demonstrate the procedures for mixing, baking, filling and frosting cream puffs and eclairs. The prepared pastries should meet the instructor's standards in appearance, texture and quality.

## TASK

9.01 Preparing pie crusts

## PERFORMANCE OBJECTIVE

Prepare a single, double, crumb and pre-baked pie crust.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Basic ingredients and their purposes
  - 1. Flour
  - 2. Fat
  - 3. Water
  - 4. Others
- b. Proportions of ingredients
- c. Temperature of ingredients
- d. Techniques and equipment for mixing pie pastry
  - 1. Conventional pastry method
  - 2. Emulsion (oil) method
  - 3. Hot water method
  - 4. Prepackaged pastries
- e. Characteristics of food pie pastry

(Continued on back)

Provide Demonstration On:

- a. Methods of mixing pie pastry
- b. Rolling out pie dough
- c. Handling and placing rolled pie dough
- d. Trimming and crimping pie crusts
  - 1. Single-crust pie
  - 2. Double-crust pie
- e. Preparing a crumb crust
- f. Preparing and applying washes

Provide Practical Application On:

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

- a. Gates, J., Basic Foods
- b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
- c. Amendola, J. and Lundberg, D., Understanding Baking
- d. Lundberg, D. and Kotschevar, L., Understanding Cooking

A/Vs:

(Continued on back)

Tools and Equipment:

- a. Weighing and measuring equipment
- b. Mixing equipment and attachments
- c. Standard recipe
- d. Pie pans
- e. Ovens
- f. Ingredients for pie crusts
- g. Rolling pin and necessary utensils

**CLASSROOM HOURS** 10

## EVALUATION (9.01)

Given a standard recipe and the necessary ingredients and equipment, the student will prepare the following pie crusts: (1) pastry for single-crust pie, (2) pastry for double-crust pie, (3) pastry for pre-baked crust pie and a (4) crumb crust. The resulting pastry crusts should be tender and flaky and exhibit minimal shrinkage. All crusts should meet the instructor's standards in taste.

### INSTRUCTIONAL ACTIVITIES

Provide Information On:

f. Causes and remedies for faulty pie crusts
    1. Lack of tenderness
    2. Lack of flakiness
    3. Soggy bottom crusts
    4. Excessive shrinkage
g. Rolling out pie dough
h. Placing the crust in the pan
i. Trimming and crimping the bottom crust
    1. For single-crust pie
    2. For double-crust pie
j. Handling, placing and sealing a top crust
k. Baking pies and shells
    1. Factors that determine baking time
    2. Approximate baking times and temperatures for different types of pies
l. Preparing crumb crusts
    1. Basic ingredients and variations
    2. Techniques of mixing
    3. Pressing crumb crust into pans
    4. Fillings appropriate for the crumb crusts
m. Preparing pie washes

Provide Practical Application On:

a. Preparing pastry for a single crust pie
b. Preparing pastry for a double crust pie
c. Preparing a pre-baked crust
d. Preparing a crumb crust

### INSTRUCTIONAL MATERIALS

A/Vs:

a. Scope Productions, "Pie Crust Mixing"
b. Scope Productions, "Pie Crust Forming and Baking"
c. McGraw-Hill, "Two Crust Pie"

## TASK

9.02 Assembling and baking pies with fruit fillings

## PERFORMANCE OBJECTIVE

Prepare filling, assemble and bake fruit pies.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Basic ingredients in fruit pie filling
    1. Fruit
    2. Sugar
    3. Thickening agent
    4. Spices
b. Preparing market forms of fruit for use in pie fillings
    1. Fresh
    2. Dried
    3. Frozen
    4. Canned

(Continued on back)

Provide Demonstration On:

a. Methods of preparing fruit fillings
b. Method for arranging raw fruit in a pie crust
c. Filling the crust to the proper level

Provide Practical Application On:

a. Preparing fruit pie filling (by one or more methods)
b. Assembling, filling and baking a fruit pie

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Amendola, J. and Lundberg, D., Understanding Baking
d. Lundberg, D. and Kotschevar, L., Understanding Cooking

Tools and Equipment:

a. Weighing and measuring equipment
b. Mixing equipment and utensils
c. Pie pans
d. Range and oven
e. Cooking pans and utensils
f. Standard recipe
g. Ingredients for fruit filling

## CLASSROOM HOURS

5

## EVALUATION (9.02)

Given a standard recipe, prepared pie dough and necessary equipment and ingredients, the student will prepare fruit pie filling and assemble and bake fruit pies which meet the standards of the instructor.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

c. Three methods of preparing fruit fillings
    1. Drained fruit method
    2. Fruit and juice method
    3. Old style method

d. Preferred preparation method for different fruits and market forms of fruits

e. Arranging raw fruit in the pie crust

f. Filling the pie crust to the proper level

g. Baking fruit pies
    1. Approximate baking time and temperature
    2. Causes and remedies for fruit filling boil out
    3. Tests for doneness

h. Characteristics of properly baked and assembled fruit pies

## TASK

9.03 Assembling and baking pies with non-fruit fillings

## PERFORMANCE OBJECTIVE

Prepare non-fruit pie fillings. Assemble, bake and top pies.

## INSTRUCTIONAL ACTIVITIES

### Provide Information On:

a. Types of non-fruit fillings
   1. Cream
   2. Custard
   3. Chiffon
   4. Instant
   5. Quiche

b. Basic ingredients and proportions of ingredients

c. Characteristics and use of thickening agents
   1. Starches (corn, tapioca, rice, modified)
   2. Flours
   3. Pregelatinized starches

(Continued on back)

### Provide Demonstration On:

a. Procedures for mixing and heating each type of filling

b. Desired texture and characteristics of each filling

c. Filling pie shells to proper level

d. Preparing, spreading and baking meringue topping

e. Preparing crumb topping

### Provide Practical Application On:

(Continued on back)

## INSTRUCTIONAL MATERIALS

### Textbooks:

a. Gates, J., Basic Foods

b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias

c. Amendola, J. and Lundberg, D., Understanding Baking

d. Lundberg, D. and Kotschevar, L., Understanding Cooking

### A/Vs:

McGraw-Hill, "Working with Egg Whites"

### Tools and Equipment:

a. Weighing and measuring equipment

b. Cooking equipment and utensils

c. Mixing equipment

d. Ovens and ranges

e. Standard recipe

f. Ingredients for fillings and toppings

g. Pie pans

## CLASSROOM HOURS

5

## EVALUATION (9.03)

a. Given a standard recipe and the necessary ingredients and equipment, the student will prepare filling for and assemble the following pies: (1) cream, (2) custard, (3) chiffon, (4) instant filling and (5) quiche. The student should follow the proper procedures and produce pies with flavor, texture and other characteristics meet the specifications of the instructor.

b. Have student prepare, spread and bake meringue topping. The student should spread meringue so that it adheres to the entire circumferences of the pie. The meringue should be swirled for decorative effect and the baked meringue should be golden brown in color.

c. Have student prepare and apply a crumb topping and a whipped topping. The student should follow the proper preparation steps and produce toppings that meet the instructor's standards in quality.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

d. Examples of flavoring ingredients used in pie-fillings
    1. Juices
    2. Fruit purees
    3. Crushed or whole fruit
    4. Chocolate
    5. Coconut
    6. Nuts

e. Methods of mixing and cooking fillings

f. Desired texture and characteristics of each filling

g. Filling the pie shell to the correct level

h. Pie toppings
    1. Preparing, spreading and baking soft meringue
    2. Preparing crumb toppings
    3. Preparing whipped toppings

i. Problems and remedies
    1. Custard pie curdles
    2. Meringue bleeds

j. Baking pies (baked custard pies)
    1. Approximate times and temperature
    2. Tests for doneness

k. Characteristics of properly baked and assembled pies

l. Precautions in storing cream pies

Provide Practical Application On:

a. Preparing a cream pie filling

b. Preparing a custard pie filling

c. Preparing a chiffon pie filling

d. Preparing an instant pie filling

e. Preparing a quiche filling

f. Preparing, spreading and baking a meringue topping

g. Preparing a crumb topping

h. Preparing a whipped topping

## TASK

10.01 Preparing cakes

## PERFORMANCE OBJECTIVE

Mix and bake the basic types of cakes.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

- a. Basic types of cakes
  - 1. Pound
  - 2. Butter
  - 3. Sponge
  - 4. Angel food
  - 5. Chiffon
  - 6. Specialty (fruit, torte, refrigerated)
  - 7. Standardized mix
- b. Kinds, proportions and functions of ingredients
- c. Three methods of mixing cake batters
  - 1. Cream (conventional method)

(Continued on back)

Provide Demonstration On:

- a. Procedures and equipment for the three methods of mixing cakes
- b. Pan preparation methods
- c. Procedure for removing cakes from pans and cooking them
- d. Desired interior and exterior characteristics

Provide Practical Application On:

- a. Mixing cakes by the three common methods
- b. Preparing the basic types of cakes

## INSTRUCTIONAL MATERIALS

Textbooks:

- a. Gates, J., Basic Foods
- b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
- c. Ohio Department of Education, Food Service

Tools and Equipment:

- a. Weighing and measuring equipment
- b. Mixing equipment and attachments
- c. Necessary utensils
- d. Standard recipes
- e. Ingredients
- f. Cake pans
- g. Cooling rack

**CLASSROOM HOURS** 6

## EVALUATION (10.01)

a. Given a standard recipe and the necessary ingredients and equipment, the student will mix and bake the basic types of cakes. The finished baked products should meet the instructor's standards in taste, interior and exterior appearance, texture and overall quality. (Provide recipes which require the use of the three mixing methods).

b. Given a list of symptoms of faulty cake preparation techniques, a list of possible causes and a list of possible remedies, the student will match the symptom with the cause and remedy.

c. Have student identify (1) proper storage methods for different types of cakes and (2) the method for freezing cakes.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

- 2. Blend (two-stage) method
- 3. Whip or sponge method

d. Choosing and preparing pans
- 1. Preferred type of pan surface
- 2. Correct size of pan
- 3. Pan preparation methods

e. Baking procedures
- 1. Oven placement for even baking
- 2. Factors determining baking time and temperature
- 3. Tests for doneness

f. Cooling procedures for cakes

g. Desirable characteristics of shortened and sponge-type cakes

h. Causes of problems and remedies for shortened cakes
- 1. Coarse crumb texture
- 2. Cake high on sides, low in center
- 3. Heavy compact texture
- 4. Lack of tenderness, dryness
- 5. Sugary, crispy top
- 6. Uneven shape of layers
- 7. Lumped, cracked top, tunnels

i. Causes of problems and remedies for sponge type cakes
- 1. Undersized cakes
- 2. Light crust color
- 3. Dark crust color
- 4. Tough crust
- 5. Thick and hard crust
- 6. Strong flavor
- 7. Lack of flavor
- 8. Heavy cakes
- 9. Coarse grain
- 10. Tough cakes
- 11. Dry cakes

j. Care and storage of cakes

k. Proper techniques for freezing cakes

l. Recipe adjustments for high altitude baking

## TASK

10.02 Preparing icings

## PERFORMANCE OBJECTIVE

Prepare the six basic types of icings.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Functions of icings
    1. Seals in moisture and flavor
    2. Improves taste
    3. Adds eye appeal
b. Basic types of icings
    1. Cream
    2. Flat
    3. Boiled
    4. Fudge
    5. Fondant
    6. Basic ingredients in each type of icing

(Continued on back)

Provide Demonstration On:

a. Procedures for mixing and cooking each type of icing
b. Proper consistency of each type of icing
c. Using and reading a candy thermometer
d. Procedure for coloring icings

Provide Practical Application On:

a. Preparing the six basic types of icings
b. Coloring icings
c. Storing icings

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Ohio Department of Education, Food Service

Tools and Equipment:

a. Measuring and weighing equipment
b. Mixing equipment and attachments
c. Sauce pans
d. Necessary utensils
e. Candy thermometers
f. Range
g. Standard recipes
h. Food coloring
i. Ingredients for preparing icings

**CLASSROOM HOURS** 14*

**EVALUATION** (10.02)

a. Given a standard recipe and the necessary equipment and ingredients, the student will prepare the six basic types of icings. Student should follow the correct procedures and produce icings with the desired consistency and taste as determined by the instructor.

b. Have student color a basic frosting. The student should follow the proper procedure and produce an attractive, light-colored frosting.

c. Have student store prepared icings. Evaluate student on choosing the correct type of container and following the correct procedure for each icing.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

d. Characteristics of each type of icing
    1. Consistency
    2. Spreading characteristics
    3. Cooked or uncooked
    4. Type of baked good applied to
e. Procedures for mixing icings
f. Procedures for coloring icings
g. Cooking icings
    1. Obtaining the proper consistency
    2. Using and reading a candy thermometer
    3. Proper cooking temperature for each type of icing
h. Proper storage of icings
i. Flavoring basic icings
j. Selecting icings appropriate for different types of cakes and baked goods

## TASK

10.03 Icing and decorating cakes

## PERFORMANCE OBJECTIVE

Ice and decorate cakes.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Steps in icing a cake
    1. Cooling the cake
    2. Methods of keeping cake crumbs out of icing
    3. Methods of levelling cake layers
    4. Using wax paper to catch drips
    5. Order of icing cake surfaces
    6. Types of strokes for icing
    7. Procedure for smoothing icing for decorating

(Continued on back)

Provide Demonstration On:

a. Steps in icing a cake
b. Testing and altering icing consistency
c. Identifying commonly used decorating tubes
d. Making a parchment paper bag
e. Using bag and tubes for piping simple lettering, and basic ornaments (star, rose, etc.)

Provide Practical Application On:

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Texas Tech University, Home Economics Careers in Food Service

Tools and Equipment:

a. Prepared cake
b. Icing
c. Tinted icing for decoratime
d. Parchment paper and scissors (or ready-made bag)
e. Decorating tubes
f. Wax paper
g. Spatula and utensils

**CLASSROOM HOURS** 20*

## EVALUATION (10.03)

a. Have student apply icing to one or more cakes. The student should follow the proper steps and produce attractive, level-top cakes with crumb-free icings and drip-free plates.

b. Have student color icing and decorate a cake by using decorating bags and tubes. (Have student practice making the designated decorations, piping, etc. on a greaseproof paper pattern the size of the cake surface). The decorated cake should be attractive enough to demonstrate the student's mastery of basic decorating techniques.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

b. Recognizing icing consistencies
    1. Stiff
    2. Medium
    3. Thin
c. Methods of altering icing consistency
    1. Too stiff consistency
    2. Too soft consistency
d. Basic methods of cake decorating
    1. Adding ornamental icing
    2. Marking or swirling designs into icing
    3. Sprinkling or arranging fruit, nuts, etc. on surface
e. Cake decorating equipment
    1. Ready-made and parchment paper decorating bags
    2. Decorating tubes
    3. Flower or icing nail
f. Using cake decorating tools
    1. Proper angle and position of bags
    2. Correct pressure
    3. Rhythmic movement
g. Piping and lettering techniques
h. Coloring ornamental icing

Provide Practical Application On:

a. Icing cakes
b. Making a parchment paper decorating bag
c. Decorating a cake with decorating bag and tubes

## TASK

10.04 Preparing cookies

## PERFORMANCE OBJECTIVE

Prepare and bake the six basic types of cookies.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Basic cookie ingredients and proportions of ingredients
b. Procedures and equipment for mixing cookies
    1. Single-stage method
    2. Creaming method
    3. Sponge or whipping method
c. Effect of ingredients on cookie consistency
    1. Chewy-cookies
    2. Cake-like cookies
    3. Crisp cookies

(Continued on back)

Provide Demonstration On:

a. Three basic procedures for mixing cookie doughs
b. Desired characteristics of various cookie doughs
c. Methods and equipment for rolling, molding, cutting and slicing cookie doughs
d. Desired characteristics of each type of baked cookie
e. Pan preparation methods

Provide Practical Application On:

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias

Tools and Equipment:

a. Weighing and measuring equipment
b. Mixing equipment and attachments
c. Cookie machine
d. Pastry wheel
e. Assorted utensils
f. Rolling pin
g. Sheet pans
h. Standard recipes

(Continued on back)

**CLASSROOM HOURS** 10

## INSTRUCTIONAL ACTIVITIES

### Provide Information On:

d. Types of cookies
  1. Rolled
  2. Machine
  3. Drop
  4. Refrigerator
  5. Bar
  6. Bag

e. Preparation methods and equipment for each type of cookie
  1. Characteristics of dough
  2. Chilling of dough
  3. Methods of rolling, molding, cutting or slicing dough
  4. Equipment for shaping cookie dough
  5. Pan preparation method
  6. Type of pan

f. Characteristics of good cookie pans
  1. Bright and shiny
  2. Without edges

g. Correct oven placement of cookies
  1. Bake in center of oven
  2. When baking on two shelves, shift pans vertically at half point in baking
  3. Allow for circulation of hot air

h. Determining baking time
  1. Unreliability of recipe time
  2. Baking a test cookie
  3. The finger test
  4. The toothpick test

i. Indications and remedies for cookie failure
  1. Lack of spread
  2. Excess spread
  3. Fall during baking
  4. Tough cookies
  5. Sticks to pan
  6. Greenish cast or dark dull color
  7. Black spots or harsh crumb
  8. Loss of flavor

j. Desirable characteristics of each type of cookie

k. Cooling baked cookies

l. Care and storage of cookies
  1. Cake-like
  2. Crisp and chewy

m. Freezing cookie dough and cookies

### Provide Practical Application On:

a. Mixing cookies by the three common methods

b. Preparing the six basic types of cookies

## EVALUATION (10.04)

a. Given standard recipes and the necessary ingredients and equipment, the student will prepare the six basic types of cookies. The finished baked products should meet the instructor's standards of taste, appearance, texture and quality. (Provide recipes which include the three mixing methods).

b. Have student identify the basic ingredient which, present in relatively large amount, produces (1) a chewy cookie, (2) a crisp cookie and (3) a cake-like cookie.

c. Have student identify (1) the preferred test for cookie doneness and (2) the preferred methods of storing cake-like, chewy and crisp cookies.

### INSTRUCTIONAL MATERIALS

Tools and Equipment:

i. Ingredients for preparing cookies
j. Cookie cutters
k. Pastry bag and tubes

## TASK

11.01 Identifying principles of meat, poultry and seafood cookery

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the composition of meats, poultry and seafood and the effects of different methods of heating them.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Components of meat
   1. Muscle
   2. Connective tissue
   3. Fatty tissue
   4. Bone
   5. Pigments
b. Effect of heat on meat components
c. Comparison of dry heat and moist heat cooking on meats
d. The importance of trimming fat and connective tissue from meats before cooking

(Continued on back)

Provide Demonstration On:

a. Meat (any cut) that shows all components
b. Colors of different fresh and cured meats

Provide Practical Application On:

a. Identifying meat components
b. Describing the effects of heat on meat components
c. Choosing the most suitable cooking method for meats, poultry and fish

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Lundberg, D. and Kotschevar, L., Understanding Cooking

A/Vs:

Prentice-Hall Media, "Meats, Seafood and Poultry"

Tools and Equipment:

Fresh and cured meats

**CLASSROOM HOURS** 15*

## EVALUATION (11.01)

a. Have student identify the different components of meat.

b. Have student identify (1) the effects of the proper amount and type of heat on meats and (2) the effects of excessive heating on meats.

c. Given a list of dry heat and moist heat cooking methods, the student will correctly indicate the methods which are appropriate for tender and less tender meats or poultry and fat or lean fish.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

e. Characteristics determining choice of cooking method
    1. Tenderness of meats and poultry
    2. Fat content of fish
f. Methods of dry heat meat cookery
g. Methods of moist heat meat cookery
h. Methods of cooking meats in fat
i. Suitable cooking methods
    1. For tender and less tender cuts of meats
    2. For tender and less tender poultry
    3. For fat and lean fish
j. Special precautions for cooking pork
k. Terms related to meat, poultry and fish cookery

## TASK

11.02 Identifying characteristics of meats important for food preparation tasks

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the characteristics and grades of beef, veal, pork and lamb.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Kinds of meat
   1. Beef
   2. Veal
   3. Pork
   4. Lamb
b. Characteristics of meats
   1. Color
   2. Texture
   3. Flavor
c. Classes of beef animals and their uses
d. Quality grades of each type of meat
e. Yield grades
f. The meat inspection process
g. Aging meats

(Continued on back)

Provide Demonstration On:

a. Color and texture of different meats
b. The meat inspection stamp
c. The grade stamp
d. Ratio of lean muscle to fat from different yield grades of meats

Provide Practical Application On:

a. Identifying meats
b. Grading meats
c. Storing and thawing meats
d. Determining the ratio of lean muscle to fat of different yield grades of meats

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias

A/Vs:

a. Career Aids Inc., "Fish and Meat"
b. Colonial Films, "Identification of Meats"
c. Swift and Company, "How to Buy, Cook and Serve Proten Beef"

Tools and Equipment:

a. Cuts of beef, veal, pork and lamb
b. Meat bearing the inspection stamp
c. Meat bearing the grade stamp
d. Two or more samples from the same cut of meat that have different yield grades

**CLASSROOM HOURS** 7

## EVALUATION (11.02)

a. Given a list of meat animals and a list of meat grades, the student will choose the grades of meat which are applied to each animal and arrange the grades in order of decreasing desirability for food preparation

b. Have student identify the five yield grades and arrange them in order of decreasing ratio of lean to fat.

c. Have student identify (1) the 4 basic kinds of meat (2) the classes of beef animals (3) the meaning of the meat inspection stamp (4) the purpose of aging meats and (5) the 8 variety meats.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

h. Forms in which meats can be purchased
  1. Fresh
  2. Frozen
  3. Canned
i. Characteristics of variety meats
  1. Brains
  2. Liver
  3. Tripe
  4. Sweetbreads
  5. Heart
  6. Tongue
  7. Kidney
  8. Oxtail
j. Sanitary storage and thawing of meats
k. Tenderness and eating characteristics of different grades of meats
l. The process of curing pork
m. Sanitary storage of meats
n. Terms related to meat cookery
o. The most common methods of preparation for each meat

## TASK

11.03 Identifying cuts of meat animals

## PERFORMANCE OBJECTIVE

Identify the various cuts of beef, pork, veal and lamb.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Commerical cuts of each meat animal
b. Factors determining the commerical cut purchased
c. Purchasing and using fabricated cuts
d. Butchering techniques
    1. Commerical cuts to wholesale (primal)
    2. Wholesale to secondary cuts
e. Identifying characteristics of cuts and types of meats
    1. Color
    2. Texture
    3. Shape
    4. Bones

(Continued on back)

Provide Demonstration On:

a. Breakdown of wholesale cuts of beef, pork, veal and lamb into secondary cuts (live demonstrations)
b. The identifying characteristics of various cuts of beef, pork, lamb and veal
c. Wholesale cuts and bone structure of meat animals (charts and demonstration)

Provide Practical Application On:

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Folsom, L., ed., The Professional Chef
d. Ohio Department of Education, Food Service

A/Vs:

a. Colonial Films, "Identification of Meats"

(Continued on back)

Tools and Equipment:

a. Wholesale, fabricated and secondary cuts of various meat animals
b. Charts on wholesale cuts and bone structure

## CLASSROOM HOURS

7

## EVALUATION (11.03)

a. Given various cuts of beef, veal, pork and lamb, the student will correctly identify (1) the meat animal and the name of the cut and (2) the type of cooking methods appropriate for the cut.

b. Have student identify the advantages of purchasing fabricated cuts of meats.

### INSTRUCTIONAL ACTIVITIES

Provide Information On:

f. Tender and less tender cuts of meat in each meat animal
g. Suitable cooking methods for various cuts of meats

Provide Practical Application On:

a. Identifying wholesale and secondary cuts of beef, lamb, veal and pork
b. Visit a meat processing plant.

### INSTRUCTIONAL MATERIALS

A/Vs:

b. Career Aids, Inc., "Fish and Meat
c. National Livestock and Meat Board, "Retail Cuts of Beef, Pork, Veal, Lamb-Where They Come From and How to Cook Them"

## TASK

11.04 Identifying the characterisitcs of poultry important for food preparation tasks

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the characteristics, grades and classes of poultry; cut up, de-bone and skin poultry.

## INSTRUCTIONAL ACTIVITIES

### Provide Information On:

a. Types of poultry
   1. Chicken
   2. Turkey
   3. Geese
   4. Duck
   5. Guineas
   6. Squab
   7. Rock Cornish game hens
b. Classification and characteristics of chickens
c. Classification and characteristics of turkeys
d. Classfication and characteristics of other poultry
e. Poultry grades and inspection

(Continued on back)

### Provide Demonstration On:

a. Grade A, B and C poultry
b. Procedure and equipment for cutting raw poultry into pieces
c. Procedure and equipment for de-boning raw chicken breast
d. Procedure and equipment for removing poultry skin

### Provide Practical Application On:

a. Cutting raw poultry into pieces
b. De-boning raw chicken breast
c. Removing poultry skin

## INSTRUCTIONAL MATERIALS

### Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Folsom, L., ed., The Professional Chef

### A/Vs:

Prentice-Hall Media, "Meats, Seafood and Poultry"

### Tools and Equipment:

a. Knives and cutting boards
b. Whole poultry

## CLASSROOM HOURS

7

## EVALUATION (11.04)

a. Given the weight, tenderness, skin and other characteristics of poultry, the student will correctly identify from a list (1) the class of poultry and (2) suitable cooking methods for that class.

b. Have student identify the grades of poultry and the characteristics of each grade.

c. Given whole chickens and the necessary equipment, the student will (1) cut up whole poultry into pieces, (2) de-bone raw chicken breast and (3) skin raw poultry. The student should follow the proper procedures and produce products that meet the instructor's standards.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

f. Market forms of poultry and poultry products
   1. Fresh
   2. Frozen
   3. Canned
   4. Dried
g. Preparing poultry for cooking
   1. Cleaning
   2. Cutting into pieces
   3. De-boning chicken breasts
   4. Skinning
h. Thawing poultry safely
i. Tenderness and preferred cooking methods for different classes of poultry
j. Sanitary storage of poultry
k. Terms related to poultry cookery

## TASK

11.05 Identifying characteristics of fish and shellfish important for food preparation tasks

## PERFORMANCE OBJECTIVE

Demonstarte a knowledge of the types, market forms and grades of fish and shellfish. Prepare fresh fish and shellfish for food preparation tasks.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of fish
    1. Fresh-water/salt-water
    2. Fat/lean
b. Market forms of fish
    1. Whole or round
    2. Drawn
    3. Dressed or pandressed
    4. Steaks
    5. Single fillets
    6. Butterfly fillets
    7. Sticks

(Continued on back)

Provide Demonstration On:

a. Market forms of fish
b. Types of shellfish
c. Methods and equipment for preparing fresh whole fish for cooking
d. Methods and equipment for preparing fresh shellfish for food preparation
    1. Shrimp
    2. Oysters and clams

Provide Practical Application On:

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Folsom, L., ed., The Professional Chef

A/Vs:

Prentice-Hall Media, "Meats, Seafood and Poultry"

Tools and Equipment:

a. Sauce pan
b. Colander
c. Bowl
d. Knives
e. Hammer
f. Whole fresh fish, fresh shrimp, fresh oysters and clams
g. Other types of shellfish for demonstration
h. Market forms of fish for demonstration
i. Range

**CLASSROOM HOURS** 7

## EVALUATION (11.05)

a. Given various fish (prepared in different degrees for purchasing), the student will correctly identify the market form (whole, drawn, steak, etc.).

b. Have student identify (1) the basic types and common various examples of fin fish and shellfish and (2) the grades of shellfish and how the grades are determined.

c. Given the necessary supplies and equipment, the student will (1) prepare fresh whole fish for different recipe specifications (fillet or steak), (2) shell and devein shrimp and (3) shuck oysters and clams. The student should follow the proper procedures and produce prepared fish and shellfish that meet the instructor's specifications.

## INSTRUCTIONAL ACTIVITIES

### Provide Information On:

c. Types and uses of processed fish
  1. Frozen
  2. Canned
  3. Smoked
  4. Salted
  5. Pickled
d. Two types of shellfish
  1. Crusteacea (lobster, shrimp, crayfish, crabs)
  2. Mollusks (oysters, clams, mussels, scallops)
e. Market forms of shellfish
  1. Alive
  2. Shucked
  3. Headless
  4. Cooked meat
f. Grades of shellfish
g. Availability of fresh, frozen and canned shellfish
h. Methods and equipment for preparing fresh fish for cooking
  1. Scaling
  2. Cleaning
  3. Removing head and tail
  4. Removing fins
  5. Cutting steaks
6. Filleting
i. Preparing shellfish for food preparation tasks
  1. Shelling and deveining shrimp
  2. Shucking clams and oysters
j. Sanitary storage of fish and shellfish
k. Preferred cooking methods for fat and fish and for shellfish
l. Terms related to fish and shellfish cookery

### Provide Practical Application On:

a. Preparing fresh whole fish for cooking
b. Preparing fresh shrimp for food preparation
c. Shucking oysters and clams

## TASK

11.06 Tenderizing meats

## PERFORMANCE OBJECTIVE

Tenderize meats by grinding, using mechanical tenderizer and applying commerical tenderizer.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Meat components which cause toughness
b. Cuts of meats which are tenderized
c. Procedures which tenderize meats
    1. Aging
    2. Moist heat cookery
    3. Commercial products which contain proteolytic enzymes
    4. Mechanical cutting and pounding
    5. Grinding meats

(Continued on back)

Provide Demonstration On:

a. Grinding meats
b. Operating the mechanical tenderizer
c. Applying commercial meat tenderizers

Provide Practical Application On:

a. Grinding meats
b. Tenderizing meats with a mechanical meat tenderizer
c. Applying commercial meat tenderizers

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Folsom, L., ed., The Professional Chef
c. Lundberg, D. and Kotschevar, L., Understanding Cooking

A/Vs:

Career Aids, Inc., "Fish and Meat"

Tools and Equipment:

a. Meats
b. Mechanical meat tenderizer
c. Mechanical meat grinding equipment
d. Commercial meat tenderizer containing proteolytic enzymes

**CLASSROOM HOURS** 4

## EVALUATION (11.06)

Given the necessary materials and equipment, the student will follow the procedures for tenderizing meats by (1) grinding, (2) using mechanical meat tenderizer and (3) applying commercial tenderizer. The student should operate equipment properly, follow the correct procedures and observe all safety rules.

### INSTRUCTIONAL ACTIVITIES

Provide Information On:

d. Equipment used in tenderizing meats
    1. Meat grinder
    2. Meat tenderizer
e. Operating meat grinding and tenderizing equipment safely and properly
f. Cleaning meat grinding and tenderizing equipment properly and safely
g. Advantages and disadvantages of each tenderizing method for various cuts of meats

## TASK

11.07 Roasting and baking meats, poultry and fish

## PERFORMANCE OBJECTIVE

Follow the proper procedures for roasting and baking meats, poultry and fish.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types and cuts of meats and poultry which are suitable for roasting
b. Preparing meats and poultry for roasting
    1. Trimming and tying meats
    2. Cutting and bone removal
    3. Poultry preparation
    4. Seasoning
c. Procedures and equipment for roasting
    1. Placing fat side down
    2. Browning
    3. Adding rough garnish (mirepoix)

(Continued on back)

Provide Demonstration On:

a. Proper placement of meat thermometer in meats and poultry
b. Preparing and roasting meats and poultry
c. Baking meats, fish and poultry
d. Stuffing poultry
e. Preparing a mirepoix

Provide Practical Application On:

a. Preparing a mirepoix
b. Preparing and roasting meats
c. Preparing, stuffing and roasting poultry
d. Baking meats, fish and poultry

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Folsom, L., ed., The Professional Chef
c. Lundberg, D. and Kotschevar, L., Understanding Cooking

A/Vs:

a. Prentice-Hall Media, "Meats, Seafood and Poultry"
b. Career Aids, Inc., "Fish and Meat"

Tools and Equipment:

a. Standard recipes
b. Necessary baking and roasting pans and equipment
c. Meat thermometers
d. Basting utensils
e. Tongs
f. French knife
g. Other tools and equipment as specified by recipes
h. Meats, poultry, fish and ingredients for roasting and baking

## CLASSROOM HOURS

13*

## EVALUATION (11.07)

Given standard recipes and access to appropriate equipment, materials and ingredients, the student will perform the following food preparation tasks: (1) prepare and roast meats (with mirepoix); (2) prepare, stuff and roast poultry and (3) prepare and bake meats, poultry and fish. The student's preparations should meet food service standards in appearance, taste and quality.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    4. Turning
    5. Basting
d. Procedures to avoid in roasting
    1. Adding water
    2. Covering the pan
    3. Sticking meat with a fork
e. Factors affecting roasting time
    1. Kind of meat
    2. Oven temperature
    3. Quality of meat
    4. Degree of doneness desired
f. Use of low to moderate temperature to reduce shrinkage
g. Determining roasting times
    1. Time/weight ratios
    2. Adjustments for frozen foods
    3. Use of meat thermometer
h. Baking meats, fish and poultry
    1. Types and cuts suitable
    2. Procedures and equipment
i. Tests for doneness in baked and roasted products
j. Carving, serving and portioning baked and roasted products
k. Procedure for stuffing poultry

## TASK

11.08 Broiling and pan broiling meats, poultry and fish

## PERFORMANCE OBJECTIVE

Follow the proper procedures for broiling and pan-broiling meats, poultry and fish.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types and cuts of meats, poultry and fish that are suitable for broiling
b. Preparing foods for broiling
    1. Trimming
    2. Seasoning
    3. Marinade or brush on fat
c. Equipment and procedures for broiling
    1. Preheating the broiler
    2. Two-sided broiling
    3. One-sided broiling for fish
    4. Avoiding piercing the food

(Continued on back)

Provide Demonstration On:

a. Broiling steaks, chops, poultry and fish
b. Pan-broiling appropriate cuts and types of meats, poultry, fish

Provide Practical Application On:

Broiling and pan-broiling meats, poultry and fish

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Folsom, L., ed., The Professional Chef
d. Lundberg, D. and Kotschevar, L., Understanding Cooking

A/Vs:

Career Aids, Inc., "Broiling and Grilling"

Tools and Equipment:

a. Standard recipes
b. Necessary pans and equipment
c. Tongs
d. French knife
e. Other tools and equipment as specified by recipes
f. Meats, poultry, fish, and ingredients for broiling and pan-broiling

**CLASSROOM HOURS** 13*

## EVALUATION (11.08)

Given the necessary materials, equipment and ingredients, the student will follow the correct procedures for broiling and pan-broiling appropriate types and cuts of meats, poultry and fish.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

d. Factors affecting broiling time
    1. Type of item
    2. Size and grade of item
    3. Degree of doneness desired
    4. Distance from heat source
    5. Thickness of item
    6. Adjustments for frozen foods
e. Cooking at highest heat or flame level
f. Serving immediately on hot plate
g. Tests for doneness in broiled products
h. Broiling and pan-broiling, compared
    1. Absence of fat in pan-broiling
    2. Cooking temperature is moderate
    3. Foods are cooked on the surface of range
    4. Accumulated liquids must be poured off
i. Procedures and equipment for pan-broiling breakfast meats
    1. Bacon
    2. Sausage
    3. Ham

## TASK

11.09 Cooking meats, poultry, fish and shellfish by moist heat methods

## PERFORMANCE OBJECTIVE

Cook meat, poultry, fish and shellfish using moist heat methods.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Methods of moist heat cookery
   1. Stewing
   2. Simmering
   3. Boiling
   4. Steaming
   5. Poaching
   6. Braising
b. Methods for achieving moist heat cooking
   1. Closed pan
   2. Aluminum foil wrapping
   3. Plastic baking bag

(Continued on back)

Provide Demonstration On:

Preparing appropriate meats, poultry, fish and shellfish by suitable moist heat methods, including:

1. Poaching fish
2. Braising beef and veal
3. Boiling crustaceans
4. Preparing oyster stew

Provide Practical Application On:

Preparing appropriate cuts and types of meats, poultry, fish and shellfish by suitable moist heat methods

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Folsom, L., ed., The Professional Chef
d. Lundberg, D. and Kotschevar, L., Understanding Cooking

A/Vs:

(Continued on back)

Tools and Equipment:

a. Standard recipes
b. Equipment for braising, steaming and moist heat cookery
c. Other tools and equipment as specified by recipes
d. Meats, poultry, fish, shellfish and ingredients for moist meat cooking

## CLASSROOM HOURS

13*

## EVALUATION (11.09)

Given necessary recipes, ingredients and equipment, the student will use moist heat cooking methods to prepare meats, poultry, fish and shellfish which meet food industry standards in appearance, taste, texture and quality.

### INSTRUCTIONAL ACTIVITIES

Provide Information On:

c. Liquids used to cook meats
   1. Water
   2. Juices
   3. Stocks
   4. Milk

d. Nutritional advantages of using minimal amounts of water

e. Types, cuts and forms of meat, poultry and seafood prepared by each method of moist heat cookery

f. Procedrues and equipment for braising and cooking in liquid
   1. Seasoning
   2. Browning
   3. Adding correct amount of liquid
   4. Use of covers for some methods
   5. Use of range or oven
   6. The braising pan

g. Low temperature for maximum flavor and miniumum shrinkage

h. Factors affecting cooking time
   1. Size of food
   2. Thickness
   3. Grade of food
   4. Type of meat, poultry, fish and shellfish

i. Techniques and equipment for steaming

j. The fork test for doneness

k. Special condiments or seasonings used with various products
   1. Aromatic herbs with poached fish
   2. Seafood sauces

### INSTRUCTIONAL MATERIALS

A/Vs:

a. Prentice-Hall Media, "Meats, Seafood and Poultry"

b. Career Aids Inc., "Surface Cooking"

c. Career Aids Inc., "Oven-Cooking"

## TASK

11.10 Cooking meats, poultry, fish and shellfish in a fat medium

## PERFORMANCE OBJECTIVE

Cooking meats, poultry, fish and shellfish by sauteing (panfrying) and deep fat frying.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Fats appropriate for sauteing and deep-frying meat, poultry, fish and shellfish
b. Types and cuts suitable for saute
c. Procedures and equipment for sauteing
    1. Seasoning
    2. Passing through flour
    3. Preheating fat to avoid sticking
    4. Cooking quickly and with moderate heat
    5. Turning procedures
d. Use of the griddle for sauteing

(Continued on back)

Provide Demonstration On:

a. Sauteing appropriate types and cuts of meats, poultry, fish and shellfish
b. Procedure for breading and deep-fat frying appropriate kinds and cuts of meats, poultry, fish and seafood

Provide Practical Application On:

Sauteing and deep-fat frying suitable cuts and types of meats, poultry, fish and shellfish

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Lundberg, D. and Kotschevar, L., Understanding Cooking

Tools and Equipment:

a. Standard recipes
b. Equipment for sauteing and deep-fat frying foods
c. Other tools and equipment as specified by recipes
d. Meats, fish, poultry, shellfish and ingredients for sauteing and deep-fat frying

**CLASSROOM HOURS** 10

## EVALUATION (11.10)

Given the necessary recipes, ingredients and equipment, the student will saute and deep-fat fry appropriate kinds and cuts of meats, poultry, fish and shellfish which meet food industry standards in appearance, taste and overall quality.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

e. Types and cuts of meats, poultry, fish and shellfish appropriate for deep-fat frying
f. Breading foods for deep-fat frying
    1. Meat and poultry
    2. Fish and shellfish
g. Procedures and equipment for deep-fat frying
    1. Applying breading
    2. Placing items in fat
    3. Filling to proper level
    4. Achieving golden brown color
    5. Draining fried foods
h. Factors that influence that correct frying temperature

## TASK

11.11 Preparing breakfast eggs

## PERFORMANCE OBJECTIVE

Prepare various types of breakfast eggs.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of breakfast eggs
    1. Eggs cooked in the shell (boiled)
    2. Poached
    3. Fried
    4. Scrambled
    5. Omelets
b. Effect of high cooking temperature on eggs
c. Types of fried eggs
    1. "Sunny side up"
    2. "Over easy"
d. Types of omelets
    1. French
    2. Puffy

(Continued on back)

Provide Demonstration On:

a. Procedures and equipment for preparing all types of breakfast eggs
b. Peeling boiled eggs
c. Portioning and serving eggs

Provide Practical Application On:

a. Preparing the various types of breakfast eggs
b. Peeling boiled eggs

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Kotschevar, L., Quantity Food Production
c. Cornelius, E., Food Service Careers
d. Ohio Department of Education, Food Service

A/Vs:

Career Aids, Inc., "Eggs and Cheese"

Tools and Equipment:

a. Cooking pans and covers for preparing omelets and other eggs
b. Eggs and other required ingredients
c. Other equipment and utensils

## CLASSROOM HOURS

4

## EVALUATION (11.11)

a. Given the necessary ingredients and equipment, the student will prepare boiled, scrambled, fried and poached eggs.

b. Have student explain the difference in the preparation of a plain omelet and a fluffy omelet. Given the necessary ingredients and equipment, the student will prepare an omelet.

## INSTRUCTIONAL ACTIVITIES

### Provide Information On:

e. Timing eggs for desired characteristics
   1. Boiled
   2. Poached

f. Preferred degree of firmness in boiled eggs for different food preparation tasks

g. Equipment and procedures
   1. Types of pans and utensils
   2. Fats and other cooking media
   3. Use of covers
   4. Ingredients added to eggs for various preparations

h. Efficient procedure for peeling boiled eggs

i. Procedure for folding omelets

j. Portioning and serving breakfast eggs

## TASK

11.12 Preparing casseroles

## PERFORMANCE OBJECTIVE

Prepare casseroles.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Basic ingredients in casseroles
    1. A starchy food
    2. A protein food
    3. A sauce
    4. Vegetables
b. Functions of basic casserole ingredients
c. Methods of assembling casseroles
    1. All at once
    2. In layers
d. The importance of combining ingredients requiring the same cooking time

(Continued on back)

Provide Demonstration On:

a. Preparing various casseroles
b. Portioning and serving casseroles

Provide Practical Application On:

Preparing, portioning, and serving casseroles

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Folsom, L., ed., The Professional Chef
d. Amana Refrigeration, Inc., Microwave Cookery-Introduction to Cooking

Tools and Equipment:

a. Standard recipes
b. Equipment and utensils for casserole preparation
c. Ingredients for casserole preparation

**CLASSROOM HOURS** 6*

## EVALUATION (11.12)

Given the required ingredients, materials and equipment, the student will prepare, portion and serve casseroles which have the desired characteristics of appearance, taste and quality.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

e. Avoiding curdling in milk, cheese and egg mixtures
f. Storage and sanitary quality of casserole
    1. Thawing frozen casseroles
    2. Heating sufficiently to destroy bacteria
g. Casserole sauces that cannot be frozen
h. Economy features of casseroles
i. Techniques of portioning and serving casseroles

## TASK

12.01 Selecting and preparing fresh fruits and vegetables

## PERFORMANCE OBJECTIVE

Select, clean, prepare and cut up fresh fruits and vegetables.

## INSTRUCTIONAL ACTIVITIES

**Provide Information On:**

a. Indications of quality in fresh fruits and vegetables
   1. Color
   2. Firmness or crispness
   3. Odor
   4. Absence of wilting, shrivilling and browning
   5. Grades of fruits and vegetables
b. Fruits and vegetables which ripen well after picking

(Continued on back)

**Provide Demonstration On:**

a. High quality and low quality fruits and vegetables, compared
b. Determining ripeness in selected fruits and vegetables
c. Methods and materials for cleaning commonly prepared fruits and vegetables
d. Efficient methods of trimming, paring, coring, etc. of commonly used fresh fruits and vegetables
e. Hand and machine methods of cutting up fresh fruits and vegetables for different food preparation tasks

(Continued on back)

## INSTRUCTIONAL MATERIALS

**Textbooks:**

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Texas Tech University, Home Economics Careers in Food Service

**A/Vs:**

a. Prentice-Hall Media, "Vegetables and Fruits"
b. Career Aid, Inc., "Fruitful Menus"

**Tools and Equipment:**

a. Cutting machines and attachments
b. Knives and cutting boards
c. Warm water and vegetable brush
d. Salt
e. Peelers
f. Colanders
g. Fresh fruits and vegetables of varying quality and degrees of ripeness
h. Acidic juice

## CLASSROOM HOURS

9*

INSTRUCTIONAL ACTIVITIES

Provide Information On:

- c. Tests for ripeness in various fruits and vegetables
- d. Cooking and eating varieties of fruits
- e. Cleaning and preparing raw fruits
  1. Materials and procedures for washing
  2. Paring
  3. Coring
  4. Pitting
- f. Cleaning methods and materials for fresh vegetables
  1. Immersion
  2. Running water
  3. Salt water soak (for mite removal)
  4. Salt water soak (for cleaning)
  5. Water temperature
  6. Vegetable brush
- g. Crisping, trimming and paring fresh vegetables
- h. Enzymatic browning of fruit and vegetables
  1. Susceptible fruits and vegetables
  2. Prevention by acidic treatment
- i. Handling and storing conditions and procedures for fresh fruits and vegetables
- j. Efficient hand and machine equipment and methods for cutting up fresh fruits and vegetables
  1. Slicing
  2. Chopping
  3. Dicing
  4. Mixing
  5. Julienning
  6. Shredding
  7. Pureeing
  8. Grating
- k. Cutting vegetables and fruits for cooking purposes
  1. Size requirements of different cooking methods
  2. Relation of size to nutrient retention
  3. Importance of uniform size
  4. Advantages and disadvantages of peeling vegetables

Provide Demonstration On:

- f. Procedure for preventing enzymatic browning

Provide Practical Application On:

Cleaning, preparing and cutting up fresh fruits and vegetables to recipe specifications

(Continued on next page)

## EVALUATION (12.01)

a. Given the fruit or vegetable and standard recipes, the student will select the proper equipment, clean, prepare and cut up fresh fruits and vegetables to recipe specifications.

b. Have student prepare fruits and vegetables that are subject to enzymatic browning. Student should carry out the proper preventive procedure.

c. Have student identify (1) the procedure for crisping fruits and vegetables and (2) the proper storage conditions for fresh fruits and vegetables.

## TASK

12.02 Identifying the principles of vegetable cookery

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the forms, types and characteristics of vegetables that affect their manner of preparation.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Market forms of vegetables
   1. Fresh
   2. Frozen
   3. Canned
   4. Dehydrated
b. Comparison of market forms of vegetables
   1. Relative nutritional value
   2. Color, flavor and texture
   3. Ease of preparation
   4. Techniques of preparation

(Continued on back)

Provide Demonstration On:

a. Classifying vegetables
b. Handling and storage of vegetables

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Texas Tech University, Home Economics Careers in Food Service

A/Vs:

a. Prentice-Hall Media, "Vegetables and Fruits"
b. Career Aids, Inc., "Vegetables and Fruits"

Tools and Equipment:

Canned, fresh, frozen and dehydrated vegetables

## CLASSROOM HOURS

5*

## EVALUATION (12.02)

a. Have student identify (1) the basic methods of cooking vegetables; (2) the factors affecting the cooking time of vegetables and (3) cooking practices which help retain nutrients in vegetables.

b. Have student identify the usual or preferred cooking methods for (1) mild-flavored, high moisture vegetables and (3) high-starch, high moisture vegetables.

c. Have student identify (1) the market forms of vegetables and (2) the changes in color, flavor, texture and nutritional value which are caused by each form of processing.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

c. Ways of classifying vegetables to determine cooking method
    1. Color
    2. Moisture and starch content
    3. Mild or strong flavor

d. Methods of cooking vegetables
    1. Boiling
    2. Steaming
    3. Baking
    4. Broiling
    5. Sauteing
    6. Stir frying
    7. Deep frying

e. Factors affecting length of cooking time
    1. Type of vegetable and part of vegetable
    2. Stage of vegetable maturity
    3. Size of vegetable or vegetable pieces
    4. Previous freezing or processing
    5. Quantity cooked (for some methods)

f. Cooking practices which retain vegetable nutrients

g. Cooling vegetables which won't be served immediately

h. Insuring the sanitary quality of vegetables
    1. Handling and stroage of fresh vegetables
    2. Signs of previous thawing
    3. Signs of spoilage in canned foods

i. Terms associated with vegetable cookery

## TASK

12.03 Baking vegetables

## PERFORMANCE OBJECTIVE

Prepare and bake vegetables.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types and names of vegetables that are commonly baked
b. Selecting and preparing vegetables for baking
    1. Cleaning, trimming and cutting
    2. Rubbing with oil
    3. Wrapping in foil
    4. Seasoning
c. Factors affecting baking time
d. Baking temperatures for different vegetables
e. Approximate baking time for different vegetables

(Continued on back)

Provide Demonstration On:

Preparing and baking vegetables

Provide Practical Application On:

Preparing and baking vegetables

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Texas Tech University, Home Economics Careers in Food Service

A/Vs:

Career Aid, Inc., "Apples to Zucchini"

Tools and Equipment:

a. Vegetables and seasonings
b. Baking pans and foil
c. Oven
d. Standard recipes featuring baked vegetables
e. Equipment and ingredients as indicated by recipes

## CLASSROOM HOURS

3*

## EVALUATION (12.03)

Given the necessary equipment, materials and ingredients, the student will select, prepare and bake vegetables which have the desired appearance, texture and taste.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

f. Tests for doneness
g. Advantages and disadvantages of baking vegetables in meal preparation
h. Baking in an electronic oven

## TASK

12.04 Steaming fresh and frozen vegetables

## PERFORMANCE OBJECTIVE

Prepare and steam fresh and frozen vegetables.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types and names of vegetables which are steamed
b. Preparing vegetables for steaming
   1. Cleaning, trimming, etc.
   2. Cutting to uniform size
c. Methods and equipment for steaming
   1. Selecting the correct steaming container
   2. Filling steaming container to correct level

(Continued on back)

Provide Demonstration On:

Preparing and steaming fresh and frozen vegetables

Provide Practical Application On:

Preparing and steaming fresh and frozen vegetables

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., *Basic Foods*
b. Haines, R., *Food Preparation for Hotels, Restaurants and Cafeterias*
c. Texas Tech University, *Home Economics Careers in Food Service*

A/Vs:

a. Prentice-Hall Media, "Vegetables and Fruits"
b. Career Aids, Inc., "Vegetables and Fruits"

Tools and Equipment:

a. Vegetables and seasonings
b. Steaming equipment
c. Standard recipes featuring steamed vegetables
d. Equipment and ingredients indicated by recipes

## CLASSROOM HOURS

5*

## EVALUATION (12.04)

Given the necessary equipment, ingredients and materials, the student will prepare and steam fresh and frozen vegetables that have the desired appearance, texture and taste.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    3. Approximate steaming times for fresh and frozen vegetables
    4. Draining
    5. Seasoning
d. Factors affecting steaming time
e. Advantages of steaming foods for meal preparation
f. Nutritional advantage of steaming foods
g. Miximum weight of prepared fresh and frozen vegetables that can be steamed at one time

## TASK

12.05 Boiling fresh and frozen vegetables

## PERFORMANCE OBJECTIVE

Prepare and boil fresh and frozen vegetables.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of vegetables which are boiled
b. Boiling practices that preserve nutrients
c. Factors determining amount of water for boiling
   1. Size of pot
   2. Kind and water content of vegetable
   3. Size of pieces
   4. Tightness or looseness of cover
d. General rule for amount of cooking water

(Continued on back)

Provide Demonstration On:

Boiling fresh and frozen vegetables

Provide Practical Application On:

Boiling fresh and frozen vegetables

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Texas Tech University, Home Economics Careers in Food Service

A/Vs:

a. Prentice-Hall Media "Vegetables and Fruits"
b. Career Aids, Inc., "Vegetables and Fruits"

Tools and Equipment:

a. Vegetables, salt, water
b. Pans and range
c. Standard recipes featuring boiled vegetables
d. Materials, equipment and ingredients as indicated in recipes

**CLASSROOM HOURS** 5*

## EVALUATION (12.05)

Given the necessary equipment, ingredients and materials the student will demonstrate the correct procedures for boiling fresh and frozen vegetables. The cooked vegetables should have the desired appearance, texture and taste.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

e. Factors determining boiling time
f. Boiling time of fresh and frozen vegetables, compared
g. Salting boiling vegetables
h. Maximum weight of prepared fresh and frozen vegetables that can be boiled at one time

## TASK

12.06 Frying vegetables

## PERFORMANCE OBJECTIVE

Cook vegetables by deep-fat frying, sauteing and stir-frying.

## INSTRUCTIONAL ACTIVITIES

**Provide Information On:**

a. Types of vegetables which are fried in small amount of fat
b. Types of vegetables which are cooked in deep fat
c. Procedures for sauteing or stir-frying vegetables
    1. Cutting vegetables small for heat penetration
    2. Using moderate heat to cook quickly

(Continued on back)

**Provide Demonstration On:**

a. Sauteing, stir-frying and deep-fat frying vegetables
b. Breading vegetables for deep-fat frying

**Provide Practical Application On:**

Sauteing, stir-frying and deep-fat frying vegetables

## INSTRUCTIONAL MATERIALS

**Textbooks:**

a. Gates, J., *Basic Foods*
b. Haines, R., *Food Preparation for Hotels, Restaurants and Cafeterias*
c. Texas Tech University, *Home Economics Careers in Food Service*

**A/Vs:**

a. Prentice-Hall Media, "Vegetables and Fruits"
b. Career Aids, Inc., "Vegetables and Fruits"

**Tools and Equipment:**

a. Vegetables, oil, breading
b. Sauteing pans and equipment
c. Deep-fat frying equipment

## CLASSROOM HOURS

8*

**EVALUATION** (12.06)

Given the necessary equipment, ingredients and materials, the student will prepare and cook vegetables by deep-fat frying, sauteing and stir frying. The fried vegetables should have the desired appearance, texture and taste.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    3. Stirring to distribute heat
    4. Cooking tender-crisp
- d. Special equipment for stir-frying or sauteing
    1. Wok
    2. Electric fry pan
- e. Techniques of deep-fat frying
- f. Special procedures for deep-fat frying vegetables
    1. Drying vegetables
    2. Breading vegetables
    3. Proper frying temperatures for vegetables
- g. Types of fats appropriate for sauteing, stir-frying, and deep-fat frying vegetables
- h. Seasoning fried vegetables

## TASK

12.07 Preparing and cooking dried legumes.

## PERFORMANCE OBJECTIVE

Prepare and cook dried legumes.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Varieties of dried beans and peas
b. Criteria for selecting legumes
c. Market forms of legumes
    1. Canned
    2. Dried
    3. Quick-cooking frozen
    4. Dehydrated quick-cooking
d. Preparing dried legumes for cooking

(Continued on back)

Provide Demonstration On:

a. Preparing dry legumes for cooking
b. Procedures and equipment for cooking dried legumes

Provide Practical Application On:

Preparing and cooking dried legumes

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias

Tools and Equipment:

a. Colander
b. Pot and lid
c. Pressure cooker
d. Range
e. Dried legumes, water, salt

## CLASSROOM HOURS

5*

## **EVALUATION** (12.07)

a. Given the necessary ingredients and equipment, the student will prepare, season and cook dried legumes to the desired degree of tenderness as specified by the instructor.

b. Have student prepare dehydrated potatoes. The student should follow proper procedures, use correct equipment and produce potatoes which meet the instructor's standards in quality.

c. Have student identify (1) the proper methods and conditions for storing legumes and (2) the major nutrient which is found in much greater quantity in legumes than other vegetables.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

f. Procedures and equipment for cooking dried legumes
    1. Preboiling, short soaking and boiling method
    2. Overnight soaking and boiling
    3. Pressure cooking
g. Factors important in cooking legumes
    1. Ratio of water to legumes for different cooking methods
    2. Approximate cooking times for different cooking methods
    3. Volume expansion of legumes
    4. Seasonings
h. Providing dry, cool, airtight storage for legumes
i. Nutritional value of legumes compared to other vegetables

## TASK

12.08 Cooking fruits

## PERFORMANCE OBJECTIVE

Use various cooking methods to prepare fresh, frozen, canned and dehydrated fruits.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of processed fruits
    1. Frozen
    2. Canned
    3. Dehydrated
b. Fresh and processed fruits, compared
    1. Availability
    2. Economy
    3. Texture
    4. Nutritional value
    5. Preparation methods
c. Market varieties of frozen fruits
    1. Sugared
    2. Unsugared
    3. With syrup

(Continued on back)

Provide Demonstration On:

Methods and equipment for preparing selected fruits by stewing, baking and poaching

Provide Practical Application On:

Cooking fruits by stewing, baking and poaching

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Ohio Department of Education, Food Service

A/Vs:

a. Prentice-Hall Media, "Vegetables and Fruits"
b. Career Aids, Inc., "Vegetables and Fruits"

Tools and Equipment:

a. Knives, cutting boards, food cutting equipment
b. Appropriate pots and baking pans
c. Ranges and ovens
d. Standard recipes
e. Fruits and seasonings

## CLASSROOM HOURS

6*

## EVALUATION (12.08)

a. Given a standard recipe and necessary equipment and ingredients, the student will prepare, cook and season fresh, frozen, canned and dehydrated fruits by the appropriate cooking methods. The student should operate all equipment properly and safely. The prepared fruits should be cooked to the desired degree of doneness and meet the instructor's standards in taste and quality.

b. Have student identify (1) signs of previous thawing in frozen fruits and (2) proper storage conditions for dehydrated fruits.

## INSTRUCTIONAL ACTIVITIES

### Provide Information On:

d. Market forms of canned fruits and their uses
    1. Sliced, crushed, chunks, halves and sauce
    2. Packed in water, light syrup, heavy syrup and fruit juice

e. Forms of dehydrated fruits
    1. Regular dehydrated
    2. Vacuum dehydrated
    3. Tenderized dehydrated

f. Sanitary dehydrating procedures

g. Insuring sanitary quality of fruits
    1. Handling and storing fresh fruits
    2. Signs of improper storage of frozen fruits
    3. Signs of spoilage in canned foods
    4. Proper storage of dehydrated fruits

h. Methods, equipment and approximate cooking time for fruits
    1. Stewing
    2. Poaching
    3. Baking

i. Types of fruit suitable for each cooking method

j. Seasoning cooked fruits

k. Desirable characteristics of fruits cooked by each method

l. Effect of heat on flavor and texture

m. Effect of sugar in cooking fruit

## TASK

13.01 Preparing stocks

## PERFORMANCE OBJECTIVE

Prepare various kinds of stocks.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Definition and recipe uses of stocks
b. Kinds of stocks and their sources
    1. Brown
    2. White
    3. Fish
    4. Chicken
    5. Vegetable
    6. Commercial
c. Steps in preparing stocks
    1. Washing ingredients
    2. Sawing, cracking or crushing bones
    3. Cutting large meat pieces into small

(Continued on back)

Provide Demonstration On:

a. Procedure for preparing bones for stock
b. Procedures and equipment for browning meat and bones
c. Procedure and equipment for cooking stock
d. Procedure and equipment for straining stock
e. Procedure and equipment for clarifying stock

Provide Practical Application On:

Preparing stocks of different types

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Ohio Department of Education, Food Service

A/Vs:

Prentice-Hall Media, "Stocks, Sauces and Gravies"

Tools and Equipment:

a. Meat saw
b. Meat cleaver
c. Stock pot
d. Steam-jacketed kettle, pressure cooker
e. Range
f. Straining equipment
g. Egg whites
h. Bones and trimmings from vegetables and various animals

## CLASSROOM HOURS

5

## EVALUATION (13.01)

a. Given the necessary equipment and ingredients, the student will perform all the steps necessary to prepare each kind of stock. The student should follow the correct procedures, use all equipment properly and safely and prepare stocks which meet the standards of the instructor.

b. Have student identify the potential danger resulting from improper methods of cooling, storing or reheating stocks.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    4. Browning meat and bones
    5. Cooking to extract flavor
    6. Straining stock
    7. Cooling stock
    8. Removing solidified fat

d. Bones and trimmings which should be reserved for stock
e. Procedures, equipment and time required for cooking stock
f. Seasoning stock
g. Procedure for reducing stock
h. Procedure for clarifying stock
i. Sanitary practices for cooling, storing and reheating stock

## TASK

13.02 Preparing soups

## PERFORMANCE OBJECTIVE

Prepare various kinds of soups.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. General types of soups
   1. Clear
   2. Cream
   3. Manhattan chowder
   4. New England chowder
   5. Vegetable soups
   6. Cold soups
   7. Convenience soups
b. Basic ingredients in each type of soup
c. The importance of flavorful stock
d. Cutting ingredients for soups
   1. Meats, vegetables and fruits

(Continued on back)

Provide Demonstration On:

a. Methods and equipment for cracking whole peppers
b. Equipment and procedure for grinding ingredients for soups
c. Equipment and procedure for cutting meats, fruits and vegetables for soups
d. Attractive soup garnishes

Provide Practical Application On:

Preparing and garnishing soups

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Ohio Department of Education, Food Service

Tools and Equipment:

a. Weighing and measuring equipment
b. Food cutting and grinding equipment
c. Knives and cutting boards
d. Wooden mallet
e. Stock pots
f. Soup stocks and ingredients
g. Standard recipes

## CLASSROOM HOURS

5

**EVALUATION** (13.02)

a. Given standard recipes, proper equipment, soup stock and necessary ingredients, the student will follow appropriate procedures for preparing and garnishing the various types of soups. The student should perform all procedures correctly and produce soups which meet the instructor's standards of quality.

b. Given a list of soups and a list of stocks, the student will correctly match each soup with the stock from which it should be made.

c. Have student identify the procedures for storing soups safely.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

  2. Cracking whole peppers
  3. Grinding ingredients for body and flavor
e. Seasoning soups
f. The economy of soup preparation
g. Minimum simmering time
h. Importance of proper serving temperature (hot soups or cold soups)
i. Garnishing soups
  a. Vegetable
  b. Meat
  3. Bread
  4. Paste
j. Sanitary storage and handling of soups
k. Type of stock appropriate for various soups

## TASK

14.01 Preparing basic sauces

## PERFORMANCE OBJECTIVE

Prepare white, brown, tomato and veloute sauces.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of sauces
b. Basic ingredients in sauces
    1. Roux (plain and French)
    2. Cornstarch
    3. Whitewash
c. Making a roux
d. Step by step procedures for making sauces
e. Ratio of thickener to liquid for varying consistencies
    1. Thin
    2. Medium
    3. Thick
    4. Very thick

Provide Demonstration On:

a. Making a roux
b. Step by step procedures for making sauces

Provide Practical Application On:

a. Making a roux
b. Preparing basic sauces

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Ohio Department of Education, Food Service

A/Vs:

Prentice-Hall Media, "Stocks, Sauces and Gravies"

Tools and Equipment:

a. Weighing and measuring equipment
b. Stock pots, sauce pots, sauce pans
c. Knives and cutting boards
d. Stirring utensils
e. China cap
f. Wire whip
g. Straining implements
h. Standard recipes
i. Necessary ingredients

**CLASSROOM HOURS** 15

## EVALUATION (14.01)

a. Given basic recipes and the necessary equipment and ingredients, the student will prepare white, brown, tomato and veloute sauces which meet the instructor's criteria of quality in appearance, texture, consistency and taste.

b. Given the names of common variations of basic sauces and a list of prepared meats, the student will identify the sauce which should be served with each prepared meat.

### INSTRUCTIONAL ACTIVITIES

Provide Information On:

g. Varying basic sauces
   1. Adding seasonings
   2. Adding wines
   3. Adding chopped vegetables and ingredients
h. Foods served with variations of basic sauces
i. Desired characteristics of sauces
   1. Appearance
   2. Texture and consistency
   3. Taste
j. Storing sauces
k. Food preparation tasks requiring the use of basic sauces

## TASK

14.02 Preparing vegetable sauces

## PERFORMANCE OBJECTIVE

Prepare Hollandaise and cheese sauces.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of vegetable sauces
b. Basic ingredients in vegetable sauces
c. Step by step procedures for preparing vegetable sauces
d. Forming an emulsion for Hollandaise sauce
e. Variations of basic vegetable sauces
f. Desired characteristics of vegetable sauces
g. Holding and storing vegetable sauces safely
h. Types of vegetables served with sauces

Provide Demonstration On:

a. Forming an emulsion for Hollandaise sauce
b. Procedure and equipment for preparing Hollandaise sauce
c. Procedure and equipment for preparing cheese sauce

Provide Practical Application On:

a. Preparing Hollandaise sauce
b. Preparing cheese sauce

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias

A/Vs:

Prentice-Hall Media, "Stocks, Sauces and Gravies"

Tools and Equipment:

a. Stainless steel bowls
b. Braiser
c. Wire whip
d. Weighing and measuring equipment
e. Sauce pans
f. Grater or food grinder
g. China cap
h. Stirring implements
i. Standard recipes
j. Necessary ingredients

| CLASSROOM HOURS | 3 |
|---|---|

## EVALUATION (14.02)

Given standard recipes and the necessary ingredients and equipment, the student will prepare a cheese sauce and a Hollandaise sauce that have the desired characteristics in taste, texture, consistency and appearance, as judged by the instructor.

## TASK

14.03 Preparing dessert or sweet sauces

## PERFORMANCE OBJECTIVE

Prepare dessert sauces.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of dessert or sweet sauces
    1. Chocolate
    2. Caramel
    3. Fruit
b. Common ingredients in sweet sauces
    1. Fruit
    2. Fruit juice
    3. Milk
    4. Cream
    5. Sugar
    6. Flavorings
c. Usual thickening agents
d. Procedures for preparing cooked and uncooked sweet sauces

(Continued on back)

Provide Demonstration On:

Procedures for preparing sweet sauces

Provide Practical Application On:

Preparing dessert sauces.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Ohio Department of Education, Food Service

Tools and Equipment:

a. Weighing and measuring equipment
b. Sauce pans
c. Stirring utensils
d. Wire whip
e. Mixing bowls
f. Knives and cutting boards
g. Standard recipes
h. Necessary ingredients
i. Range

**CLASSROOM HOURS** 3

## EVALUATION (14.03)

a. Given standard recipes and the necessary ingredients and equipment, the student will prepare selected sweet sauces which meet the instructor's standards in quality.

b. Have student identify specific foods, in addition to desserts which are improved by the addition of sweet sauces.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

e. Foods complemented by sweet sauces
    1. Dessert items
    2. Ham
    3. Some poultry
    4. French toast
    5. Pancakes
f. Desired characteristics of dessert sauces
g. Storing dessert sauces safely

## TASK

14.04 Preparing gravy

## PERFORMANCE OBJECTIVE

Prepare a cream, brown, natural and convenience gravy.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of gravy
b. Basic ingredients in gravy
c. Gravy and meat sauces compared
d. Thickening agents for gravy
e. Types of gravy
    1. Cream
    2. Brown
    3. Natural
    4. Convenience
f. Step by step procedure for making gravy
g. Procedures for thickening, thinning and removing lumps from gravy

(Continued on back)

Provide Demonstration On:

Procedures for making different types of gravy

Provide Practical Application On:

Preparing cream, brown, natural and convenience gravy.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias

A/Vs:

Prentice-Hall Media, "Stocks, Sauces and Gravies"

Tools and Equipment:

a. Weighing and measuring equipment
b. Sauce pots
c. Wire whip
d. China cap
e. Cook's spoon
f. Standard recipes
g. Necessary ingredients

## CLASSROOM HOURS

4

## EVALUATION (14.04)

Given standard recipes and the necessary ingredients and equipment, the student will prepare cream, brown, natural and convenience gravies which have the desired appearance, texture, consistency and taste.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

h. Desired characteristics of gravy
    1. Appearance
    2. Texture and consistency
    3. Flavor

## TASK

15.01 Preparing cereals and pastas

## PERFORMANCE OBJECTIVE

Prepare and cook cereals and pastas.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Sources and types of common food cereals
    1. Wheat
    2. Corn
    3. Rice
    4. Oats
    5. Rye

b. Enrichment and processing of cereal grains

c. Processing procedures for breakfast cereals
    1. Ready-to-eat varieties
    2. Cooked cereals
    3. Instant cereals

(Continued on back)

Provide Demonstration On:

a. Boiling breakfast cereals

b. Preparing rice and pastas by various methods

c. Sizes and shapes of pasta

Provide Practical Application On:

a. Preparing and portioning cooked breakfast cereals

b. Preparing and portioning cereals and pastas

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods

b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias

c. Ohio Department of Education, Food Service

A/Vs:

Career Aids Inc., "Surface Cooking"

Tools and Equipment:

a. Cereals and pasta

b. Water and salt

c. Stirring utensils

d. Stock pot

e. Steamer

f. Steam-jacketed kettle

g. Oven

h. Pressure cooker

i. Baking pans

**CLASSROOM HOURS** 5

## EVALUATION (15.01)

Given the necessary materials and equipment, the student will demonstrate the procedures for cooking cereals and pastas by various cooking methods. The prepared cereals should have the desired texture and consistency. The prepared pastas should be tender.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

d. Preparation and serving of breakfast cereals
    1. Oats
    2. Grits
    3. Ready-to-eat

e. Types of nutritional value of rice
    1. White
    2. Brown
    3. Converted
    4. Instant
    5. Quick-cooking

f. Sizes and shapes of pasta

g. Procedures and equipment for cooking rice and pasta
    1. Boiling
    2. Steaming
    3. Baking
    4. Frying
    5. Pressure cooker (brown rice)

h. Volume expansion and foaming of starch foods during cooking

i. Types of cooking liquids for preparing rice

j. Types of rice which should be washed before cooking

k. Nutritional effects of toasting rice before cooking

l. Garnishing cereals and pasta
    1. Vegetables
    2. Seeds
    3. Cheese
    4. Butter
    5. Sauces
    5. Meats

m. Recipe uses for pasta

n. Techniques for portioning and serving cereals and pastas

## TASK

15.02 Preparing stuffing

## PERFORMANCE OBJECTIVE

Prepare stuffing.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of stuffing
b. Basic ingredients of stuffings
c. Variations of basic stuffings
    1. Oyster
    2. Giblet
    3. Shrimp
    4. Chicken liver
    5. Raisin
d. Method and equipment for preparing, mixing and baking stuffing
e. Procedure for stuffing poultry
f. Foods which are served with stuffings
g. Techniques for portioning and serving stuffing

Provide Demonstration On:

a. Preparing stuffing
b. Stuffing poultry

Provide Practical Application On:

Preparing stuffing

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Folsom, L., ed., The Professional Chef

Tools and Equipment:

a. Standard recipes
b. Cutting and mixing equipment and utensils
c. Baking pans
d. Poultry to be stuffed
e. Ingredients and equipment as required by recipe

## CLASSROOM HOURS

3

## EVALUATION (15.02)

Given the appropriate supplies and equipment, the student will demonstrate the correct procedures for preparing stuffing and stuffing poultry. The prepared stuffing should be moist and flavorful.

## TASK

16.01 Preparing pudding, custard and souffle desserts

## PERFORMANCE OBJECTIVE

Prepare pudding, custard and souffle desserts.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Basic ingredients and proportions of ingredients
b. Thickening agents
c. Methods and equipment for preparing custards
    1. Soft or stirred
    2. Baked
d. Types of puddings
    1. Starch
    2. Steamed or baked (rice and bread pudding)
    3. Mousses
e. Methods and equipment for preparing puddings

(Continued on back)

Provide Demonstration On:

a. Preparing types of custards
b. Preparing different kinds of puddings
c. Mixing and baking dessert souffles

Provide Practical Application On:

a. Preparing custards
b. Preparing puddings
c. Mixing and baking souffles

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Texas Tech University, Home Economics Careers in Food Service

Tools and Equipment:

a. Standard recipes
b. Weighing and measuring equipment
c. Mixing equipment and utensils
d. Baking and cooking containers and pans
e. Range and oven
f. Ingredients for preparing various pudding type desserts

| CLASSROOM HOURS | 4 |
|---|---|

## EVALUATION (16.01)

Given the required equipment and ingredients, the student will demonstrate the correct procedures for preparing dessert puddings, custards and souffles. The prepared puddings and custards should have a smooth texture and consistency. The souffle should have good volume and light brown color.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

f. Preventing skin formation in puddings
g. Methods and materials for preparing souffles
    1. Special mixing procedures
    2. Common preparation errors
h. Procedures and equipment for baking custards and souffles surrounded by boiling water
i. Desired texture, consistency and appearance of pudding, custard and souffle desserts
j. Techniques of portioning and serving puddings, custards and souffles

## TASK

16.02 Preparing ice cream desserts

## PERFORMANCE OBJECTIVE

Prepare ice cream desserts.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of ice cream desserts
    1. Parfaits
    2. Coupes
    3. Jubilee
    4. Baked Alaska
b. Types of ingredients combined with ice cream
    1. Sponge cake and other cakes
    2. Crepes
    3. Meringue
    4. Whipped topping
    5. Pudding
    6. Gelatin
    7. Dessert sauces

(Continued on back)

Provide Demonstration On:

Assembling and preparing ice cream desserts

Provide Practical Application On:

Assembling and preparing ice cream desserts

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Ohio Department of Education, Food Service

Tools and Equipment:

a. Ice cream
b. Various ingredients to be combined with ice cream
c. Utensils for portioning ingredients
d. Serving containers
e. Other ingredients or equipment as determined by recipes
f. Standard recipes

## CLASSROOM HOURS

2

## EVALUATION (16.02)

Given recipes, appropriate ingredients and equipment, the student will demonstrate the proper methods of assembling and preparing ice cream desserts. The prepared desserts should be attractive and served in suitable serving containers.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

c. Techniques of assembling ice cream desserts
d. Correct serving containers for ice cream desserts

## TASK

16.03 Preparing puff pastries

## PERFORMANCE OBJECTIVE

Prepare puff pastries.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Preparation of puff pastry
   1. Kinds and purpose of ingredients
   2. Procedure for mixing and rolling dough
   3. Preparing dough for oven
   4. Baking time and temperature

b. Types of puff pastry products
   1. Napoleon
   2. Cream horns/lady locks
   3. Pockets

(Continued on back)

Provide Demonstration On:

Preparation techniques for puff pastries

Provide Practical Application On:

Preparing different kinds of puff pastries

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Ohio Department of Education, Food Service

A/Vs:

Career Aids, Inc., "Bakery Products"

Tools and Equipment:

a. Standard recipes
b. Weighing and measuring equipment and utensils
c. Mixing equipment and utensils
d. Appropriate baking pans
e. Ingredients for baking and preparing puff pastries

## CLASSROOM HOURS

4

## EVALUATION (16.03)

Given recipes, appropriate equipment and ingredients, the student will demonstrate the correct procedures for the preparation of different kinds of puff pastries. The prepared pastries should have the desired interior and exterior characteristics in color, texture and taste.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    4. Fruit turnovers
    5. Party shells
c. Preparation of turnovers
    1. Open and filled
    2. Types of fillings
d. Preparation of Napoleons
    1. Techniques and equipment
    2. Special techniques of preparing cream horns and pockets
f. Special baking techniques for party shells

## TASK

17.01 Preparing salads

## PERFORMANCE OBJECTIVE

Prepare various types of salads.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Four parts of a salad
   1. Base
   2. Body
   3. Dressing
   4. Garnish
b. Types of salads
   1. Meat/seafood
   2. Leafy green
   3. Vegetable
   4. Fruit
   5. Gelatin
   6. Frozen
c. Menu uses of salads
   1. Main dish
   2. Appetizer
   3. Accompaniment
   4. Garnish
   5. Dessert

(Continued on back)

Provide Demonstration On:

a. Washing and trimming greens of many types
b. Washing and paring selected fruits and vegetables
c. Cutting selected salad ingredients by hand and by machine
d. Sectioning citrus fruits
e. Molding and unmolding gelatin mixtures

Provide Practical Application On:

a. Washing and trimming greens
b. Washing and paring fruits and vegetables

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Texas Tech University, Home Economics Careers in Food Service

A/Vs:

a. Prentice-Hall Media, "Salads"
b. Kraft Foods, "Salads and Salad Dressings"

Tools and Equipment:

a. Vegetables, fruits and other salad ingredients
b. Acidic juice
c. Measuring and weighing equipment
d. Food cutting equipment, knives and cutting board
e. Gelatin mold
f. Other utensils

## CLASSROOM HOURS

6

## EVALUATION (17.01)

a. Provide student with recipes that call for ingredients used in classrrom demonstration. Have student prepare and measure ingredients and assemble six salads: (1) a meat or seafood salad, (2) a leafy green salad, (3) a vegetable salad, (4) a fruit salad, (5) a gelatin salad and (6) a frozen salad. The student should use proper procedures to wash, trim, pare and cut ingredients. Ingredients should be cut to suitable size and shape, foods susceptible to browning should be properly treated and fragile ingredients should not be crushed. Student should select and prepare suitable garnishes for salads. The final products should meet the instructor's standards in quality.

b. Have student identify (1) the five menu uses of salads, (2) the menu uses of the salads he/she chooses to prepare, (3) the four parts of a salad and (4) the base, body and garnish of each salad he/she prepared.

c. Have student identify the proper methods for holding and storing salad ingredients.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

d. Salad ingredients
    1. Types of salad greens
    2. Other salad vegetables (raw and cooked)
    3. Salad fruits (fresh, canned, or dried)
    4. Protein foods (seafood, meat, cheese, nuts, seeds)
    5. Olives, pickles, pimentos, relish
e. Washing, trimming and paring techniques for greens, vegetables, fruits
f. Efficient hand cutting techniques
g. Operating food cutting equipment and attachments for salad items
h. Size of ingredients for salads
i. Protecting fragile ingredients
    1. Avocados
    2. Bananas
    3. Citrus sections
j. Preventing enzymatic browning
k. Preparing gelatin salads
    1. Plain and flavored gelatin
    2. Types of liquids for dissolving gelatin
    3. Mixing solid foods with gelatin
    4. Molding and unmolding gelatin mixtures
    5. Whipped gelatin
    6. Holding and storing gelatin and gelatin mixtures
l. Preparing salad garnishes
    1. Egg
    2. Cheese
    3. Vegetable
    4. Bacon
    5. Bread
m. Holding and storing salad greens and ingredients

## TASK

17.02 Preparing salad dressings

## PERFORMANCE OBJECTIVE

Prepare basic types of salad dressings

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of salad dressings
b. Basic types of salad dressings and their ingredients
   1. Mayonnaise base
   2. Boiled or cooked dressings
   3. Oil and vinegar
   4. Diet
   5. Convenience
c. Salad dressings as emulsions
   1. Stable and unstable
   2. Emulsifying agents
   3. Procedure for making a stable emulsion

(Continued on back)

Provide Demonstration On:

Procedure for making a stable emulsion (mayonnaise)

Provide Practical Application On:

a. Preparing mayonnaise
b. Preparing a mayonnaise base salad dressing
c. Preparing a French salad dressing
d. Preparing a cooked salad dressing

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Ohio Department of Education, Food Services

A/Vs:

a. Prentice-Hall Media, "Salads"
b. Kraft Foods, "Salads and Salad Dressings"

Tools and Equipment:

a. Appropriate mixing equipment and attachments
b. Scales and measures
c. Knives and cutting board
d. Ingredients for preparing salad dressings
e. Bain-marie
f. Other utensils

| CLASSROOM HOURS | 4 |
|---|---|

## EVALUATION (17.02)

a. Have student prepare mayonnaise. The student should follow the specified procedures and the resulting product should form a stable emulsion which satisfies the instructor's standards of quality in taste.

b. Have student use recipes to prepare (1) a mayonnaise base salad dressing, (2) a French salad dressing and (3) a cooked salad dressing. The student should follow the proper procedures and produce a product that meets the instructor's standards in taste and quality.

c. For each dressing prepared above, have the student identify two salads for which the dressing is appropriate.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

d. Mixing equipment and attachments for mixing salad dressings
e. Characteristics and preparation of French dressings
    1. Oil and vinegar base
    2. Effect of various types of vinegars and oils
    3. Effect of different spices
    4. Alternatives to vinegar
    5. Ratios of oil and vinegar
    6. Function of sugar
f. Additions to vary mayonnaise base dressings
    1. Finely minced vegetables
    2. Finely minced fruit
    3. Grated cheese
    4. Condiments
g. Additions to vary convenience dressings
h. Appropriate times for dressing various salads
i. Types of dressings appropriate for different types of salads
j. Sanitary storage of salad dressings

## TASK

18.01 Preparing appetizers

## PERFORMANCE OBJECTIVE

Prepare the basic types of appetizers.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Function of appetizers
b. Desired characteristics of appetizers
    1. Eye-catching
    2. Colorful
    3. Dainty
c. Categories of appetizers
    1. Cocktails
    2. Hors d'oeuvres
    3. Canapes
    4. Relishes
    5. Dips and spreads
    6. Petite salads
    7. Cheeses

(Continued on back)

Provide Demonstration On:

a. Preparation methods for various types of appetizers
b. Prepared appetizers displaying desired characteristics

Provide Practical Application On:

Preparing the basic types of appetizers

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias

Tools and Equipment:

a. Knives, peelers, cutting boards
b. Bowls of cold water
c. Measuring equipment
d. Mixing equipment
e. Necessary utensils
f. Cocktail glasses and relish dishes
g. Standard recipes
h. Necessary ingredients

**CLASSROOM HOURS** 3

## EVALUATION (18.01)

a. Given the standard recipes and the necessary equipment and ingredients, the student will prepare appetizers that are eye-catching, colorful, dainty and tasty. The student should use assembly line techniques where possible, proper dishes for serving cocktails and relishes and arrange appetizers attractively on trays for serving.

b. Have student use provided ingredients and his/her imagination to create and garnish original canapes, hors d'oeuvres and petite salads. Evaluate student on the attractiveness, color appeal and tastiness of his creations.

c. Have student identify: (1) method for keeping prepared appetizers fresh and (2) appetizers which can be prepared ahead of time and frozen.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

d. Types of cocktail appetizers
    1. Fruit or vegetable juice
    2. Fruit
    3. Seafood

e. Characteristics, ingredients and examples of each type of appetizer

f. Characteristics of cocktail glasses and relish dishes

g. Methods of keeping appetizers fresh

h. Appetizers that can be frozen

i. Basic parts of canapes
    1. Base
    2. Spread
    3. Filling
    4. Garnish

j. The importance of garnishes

k. Example of garnishes
    1. Slices, strips or grated raw or cooked vegetables
    2. Slices or sections of fruits
    3. Slices or wedges of condiments
    4. Slices, strips or grated protein foods
    5. Small whole or pieces of fish

l. Utility of the assembly line technique in preparation

## TASK

18.02 Preparing garnishes

## PERFORMANCE OBJECTIVE

Prepare vegetable, fruit and egg garnishes.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of garnishes
b. Desirable characteristics of garnishes
    1. Edibility
    2. Attractiveness
    3. Freshness
    4. Provide contrast in color, texture or size
c. Guidelines for using garnishes
    1. Use garnished in odd numbers
    2. Avoid artificial colors
    3. Avoid liquid sauces that run
    4. Avoid toothpicks

Provide Demonstration On:

Preparing common fruit, vegetable and egg garnishes

Provide Practical Application On:

Preparing common fruit, vegetable and egg garnishes

(Continued on back)

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Gates, J., Basic Foods
c. Texas Tech University, Home Economics Careers in Food Service

Tools and Equipment:

a. Vegetables, fruits and eggs for preparing garnishes
b. Knives and cutting board
c. Peelers
d. Bowl of cold water
e. Forks and sppons

## CLASSROOM HOURS

3

## EVALUATION (18.02)

a. Given a list of different types of foods and a list of garnishes, the student will accurately match each food with an appropriate garnish.

b. Have student prepare common fruit, vegetable and egg garnishes. The student should follow the proper procedures and create garnishes that display the desired visual characteristics.

c. Have student use garnishes prepared above and other available garnishes to decorate the foods prepared at one or more meals. The student's garnishes should provide a pleasing taste combination, be the proper temperature, provide contrast of color, texture or size and have an attractive visual effect.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

    5. Use self-garnishes
    6. Use garnishes that are the same temperature as the food
    7. Prepare garnishes ahead

d. Preparing common garnishes
    1. Radish roses
    2. Radish accordions
    3. Celery fans
    4. Carrot curls
    5. Scored cucumber
    6. Citrus cups
    7. Tomato cups
    8. Melon basket
    9. Sliced eggs

e. Suggested garnishes for types of foods
    1. Soups
    2. Meats, fish, poultry
    3. Casseroles
    4. Salads
    5. Custards and puddings
    6. Cakes
    7. Pies

## TASK

19.01 Preparing sandwiches

## PERFORMANCE OBJECTIVE

Prepare the basic types of sandwiches.

## INSTRUCTIONAL ACTIVITIES

**Provide Information On:**

a. Basic ingredients of sandwiches
    1. Bread
    2. Spreads
    3. Fillings
    4. Vegetables
    5. Greens
b. Variations of each basic ingredient
c. Basic types of sandwiches
    1. Closed
    2. Open-face
    3. Combination (hero, etc.)
    4. Double decker (club and dagwood)
    5. Fancy (canapes, roll sandwiches)

(Continued on back)

**Provide Demonstration On:**

a. Portioning and spreading sandwich fillings
b. Slicing and portioning sandwich meats and cheeses
c. Preparing greens and vegetables for sandwiches
d. Efficient techniques for assembling sandwiches
e. Methods of toasting and grilling sandwiches
f. Methods and equipment for cutting and arranging sandwiches
g. Procedure for wrapping sandwiches
h. Sandwich garnishes

(Continued on back)

## INSTRUCTIONAL MATERIALS

**Textbooks:**

a. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
b. Gates, J., Basic Foods
c. Texas Tech University, Home Economics Careers in Food Service

**A/Vs:**

Prentice-Hall Media, "Sandwiches"

**Tools and Equipment:**

a. Knives and cutting board
b. Food cutting equipment
c. Meat slicer
d. Spatulas and scoops
e. Oven, range, griddle,
f. Sandwich board
g. Sandwich ingredients
h. Standard recipes
i. Weighing and measuring equipment

## CLASSROOM HOURS

4

## EVALUATION (19.01)

a. Given designated ingredients and equipment, the student will follow the steps necessary to prepare the various types of sandwiches. The student should use efficient assembly line techniques, portion ingredients correctly and produce sandwiches that are neat, attractive and meet the instructor's standards of quality.

b. Have student identify: (1) procedures for sanitary holding and storage of sandwiches, (2) ingredients which cannot be added to sandwiches that will be frozen and (3) menu uses of sandwiches.

## INSTRUCTIONAL ACTIVITIES

### Provide Information On:

d. Types of hot sandwiches
    1. Hamburgers
    2. Hot dogs
    3. Open-face
    4. Toasted or grilled sandwiches
    5. Sloppy joes
e. Preparing, portioning and spreading sandwich fillings
f. Slicing and portioning sandwich meats and cheeses
g. Preparing greens and vegetables for sandwiches
h. Efficient techniques for assembling sandwiches
i. Methods of toasting and grilling sandwiches
j. Methods and equipment for cutting and arranging sandwiches
k. Procedures for wrapping sandwiches
l. Sanitary storage of prepared fillings and sandwiches
m. Ingredients which cannot be added to frozen sandwiches
n. Menu uses of sandwiches
o. Characteristics of well-prepared sandwiches
p. Sandwich garnishes

### Provide Practical Application On:

a. Preparing the various types of sandwiches
b. Toasting and grilling sandwiches
c. Wrapping sandwiches

## TASK

20.01 Preparing, serving and dispensing beverages

## PERFORMANCE OBJECTIVE

Prepare, dispense and serve different kinds of beverages.

## INSTRUCTIONAL ACTIVITIES

### Provide Information On:

a. Types of beverages
b. Characteristics of high quality beverages
c. Portion sizes
d. Proper practices for serving beverages
e. Preparing coffee
  1. Ground, freeze-dried, instant and decaffeinated forms
  2. Types of coffee makers
  3. Operation and care of coffee makers
  4. Methods of preparing iced and hot coffee
f. Preparing tea

(Continued on back)

### Provide Demonstration On:

a. Preparing coffee, tea, cocoa, breakfast juices and other beverages
b. Dispensing and serving beverages
c. Cleaning and sanitizing preparation equipment, pumps and dispensers

### Provide Practical Application On:

a. Preparing coffee, tea, cocoa, breakfast juices and other beverages

(Continued on back)

## INSTRUCTIONAL MATERIALS

### Textbooks:

a. Gates, J., Basic Foods
b. Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias
c. Texas Tech University, Home Economics Careers in Food Service

### Tools and Equipment:

a. Beverage equipment for preparation, dispensing and serving
b. Ingredients and utensils for preparing beverages
c. Materials and supplies for cleaning and sanitizing preparation equipment, pumps and dispensers

**CLASSROOM HOURS** 4

## EVALUATION (20.01)

a. Given the required equipment, materials and supplies, the student will demonstrate the correct procedures for preparing and serving coffee and tea and dispensing and serving iced beverages.

b. Have student choose materials and supplies and demonstrate the correct procedures for cleaning beverage preparation equipment, pumps and dispensers.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

1. Forms of tea for quality preparation
2. Types of tea preparation and dispensing equipment
3. Operation and care of tea preparation and dispensing equipment
4. De-liming the tea urn
5. Methods of preparing hot and iced tea

g. Preparing fruit and vegetable juices and drinks
    1. Breakfast juices from cans, frozen concentrate and fresh fruit
    2. Fruit punch
    3. Decorative ice cubes and rings
    4. Vegetable juice cocktails

h. Preparing milk beverages and cocoa
    1. Milkshakes
    2. Ice cream sodas
    3. Cocoa and choclate beverages
    4. Eggnogs

i. Stimulants in some beverages

j. Use, care and cleaning of beverage pumps and dispensers

k. Special cleaning, procedures for milk and cream dispensers

l. Ice machines
    1. Types
    2. Procedures for cleaning and defrosting
    3. Safe and sanitary methods of scooping ice

m. The importance of thorough cleaning of beverage equipment
    1. Prevent off-flavors
    2. Discourage bacterial growth

Provide Practical Application On:

b. Dispensing and serving beverages

c. Cleaning and sanitizing preparation equipment, pumps and dispensers

## TASK

21.01 Arranging dining area for service

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of table service arrangement.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Setting the table
    1. The meaning of "cover"
    2. Types and placement of linens
    3. Types and placement of flatware
    4. Types and placement of dinnerware
    5. Types and placement of beverageware
    6. Placement of serving dishes
    7. Uses and arrangement of centerpieces
    8. Chair arrangement
b. Types of table service

(Continued on back)

Provide Demonstration On:

a. Correct placement of linens, dinnerware, flatware, beverageware, serving dishes and centerpieces
b. Setting up each type of table service

Provide Practical Application On:

Setting up each type of table service

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Gates, J., Basic Foods
b. Cornelius, E., Food Service Careers

A/Vs:

Prentice-Hall Media, "Table Service"

Tools and Equipment:

a. Table linen
b. Beverageware
c. Dinnerware
d. Flatware
e. Serving dishes
f. Centerpiece materials
g. Table service displays
h. Table
i. Chairs

## CLASSROOM HOURS

25*

## EVALUATION (21.01)

a. Given pictures of each of the types of table service, the student will: (1) correctly identify each type, (2) describe the functions of each and (3) describe the types of foods and menus each is used with.

b. Given a series of menus, the student will prepare a table service for each, correctly matching table appointments to the appropriate service and course. All linens, flatware, dinnerware and beverageware should be free from spots and when appropriate, a table decoration selected, assembled and placed on table.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

1. Russian
2. English
3. Family
4. Country-Style (American)
5. Blue-Plate
6. Buffet
7. Banquet
8. Cafeteria

c. Features of each type of table service
    1. Type of cover
    2. Formality
    3. Presence of serving dishes
    4. Uses of specific menus

d. The relationship between menus, courses and table service

## TASK

21.02 Serving customers

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of the duties of host/hostess, waiter/waitress and busperson.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Duties of a host or hostess
    1. Supervising dining room before and during serving hours
    2. Welcoming and seating guests
    3. Handling guest complaints
    4. Addressing departing guest
    5. Accepting check payment and making change
    6. Supervising closing of dining room
b. Duties of waiter or waitress

(Continued on back)

Provide Demonstration On:

a. Taking and preparing orders
b. Serving meals
c. Clearing and replenishing tables
d. Accepting payment (by cash or credit card) and making change

Provide Practical Application On:

a. Role play duties of host or hostess
b. Role play duties of waiter or waitress
c. Role play duties of busperson

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Aikin, B., The Waiter/Waitress Manual
b. Gates, J., Basic Foods
c. Cornelius, E., Food Service Careers

A/Vs:

a. Prentice-Hall Media, "Table Service"
b. Continental Film Productions Corp., "Ladies and Gentlemen in Waiting"
c. RMI Media, "Serving Food"

Tools and Equipment:

a. Tables
b. Chairs
c. Linens
d. Beverageware
e. Flatware
f. Serving equipment
g. Menus
h. Cash register
i. Busing cart

## CLASSROOM HOURS

25*

## EVALUATION (21.02)

a. Have student describe the duties of a host/hostess, waiter/waitress and busperson in a food service facility and how these duties may vary in: (1) a fast food, (2) formal dining, (3) cafeteria, (4) buffet or (5) institutional setting.

b. Have student describe the basic rules for table service, the steps in serving a meal and handling money; then correctly set up a table for service, serve a meal, present check and receive payment for meal.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    1. Setting up tables
    2. Taking orders
    3. Preparing orders
    4. Serving meals
    5. Presenting check
c. Duties of a busperson
    1. Clearing and cleaning table tops
    2. Carrying dirty dishes to kitchen
    3. Changing table linen
    4. Cleaning and filling condiments
    5. Stocking service station
    6. Cleaning floors
d. Basic rules for table service
e. Steps in serving
f. Handling money

## TASK

22.01 Purchasing, receiving, storing and issuing food and supplies

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of procedures for purchasing, receiving, storing and issuing food and supplies.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purchasing food and supplies
   1. Determining what is needed
   2. Determining quality and quantity desired for each item
   3. Comparing prices and sources of market information
   4. Placing an order
   5. Purchasing ethics
   6. Federal, state and local laws

(Continued on back)

Provide Demonstration On:

a. Completing a purchase order
b. Inspecting and receiving supplies
c. Dating and shelving supplies
d. Taking inventory
e. Using requisition and stock record cards

Provide Practical Application On:

Filling out purchasing, receiving, storing and inventory forms

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Ray, M. and Lewis, E., Exploring Professional Cooking
b. Kotschevar, L., Quantity Food Production
c. Morgan, W., Supervision and Management of Quantity Food Preparation
d. Knoll, A., Food Service Management

(Continued on back)

Tools and Equipment:

a. Purchasing forms
b. Requisition forms
c. Inventory sheets
d. Temperature charts
e. Food and supplies

**CLASSROOM HOURS** 6

## EVALUATION (22.01)

Given food and supply items, appropriate forms and specifications of a food service facility, the student will accurately follow the procedures for ordering, receiving, storing, taking inventory, and issuing supplies.

### INSTRUCTIONAL ACTIVITIES

Provide Information On:

b. Inspecting and receiving food and supplies
   1. Checking quality and quantity
   2. Marking merchandise
   3. Receiving records and forms

c. Storing and taking inventory of food and supplies
   1. Dry storage
   2. Refrigerated storage
   3. Freezer storage
   4. Dating and shelving
   5. Rotation (FIFO)
   6. Physical inventory
   7. Perpetual inventory

### INSTRUCTIONAL MATERIALS

Textbooks:

e. Kotschevar, L., Quantity Food Purchasing
f. Texas Tech University, Home Economics Careers in Food Service

A/Vs:

Prentice-Hall Media, "Quality and Cost Control"

## TASK

22.02 Directing personnel and controlling production

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of procedures for directing/supervising personnel and controlling production.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Staffing a food service facility
   1. Hiring, training, organizing and supervising personnel
   2. Motivating employees
   3. Enforcing rules
b. Labor cost control
   1. Conducting a job analysis and writing job description
   2. Calculating labor costs
   3. Scheduling
   4. Repairing a production schedule
   5. Techniques for reducing labor costs

(Continued on back)

Provide Demonstration On:

a. Calculating labor costs
b. Preparing a production schedule
c. Precosting recipes
d. Menu pricing
e. Standardizing recipes

Provide Practical Application On:

a. Role play hiring, training and supervising employees
b. Prepare a production schedule
c. Precosting recipes

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Kotschevar, L., Quantity-Food Production
b. Hatchett, M., Food Service Management
c. Knoll, A., Food Service Management
d. Morgan, W., Supervision and Management of Quantity Food Preparation
e. Texas Tech University, Home Economics Careers in Food Service

(Continued on back)

A/Vs:

Prentice-Hall Media, "Quality and Cost Control"

Tools and Equipment

a. Recipes
b. Menus

**CLASSROOM HOURS** 6

## EVALUATION (22.02)

a. Have student outline procedures for hiring, training, organizing and supervising employees, describing problems and their remedies in hiring and keeping good food service workers.

b. Have student describe five techniques used in production scheduling, five ways the food service may be able to reduce labor costs, six ways to control food costs and five ways the quality of food is controlled in food service operations.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

c. Food cost control
    1. Food cost
    2. Precosting standard recipes
    3. Food cost percentage
    4. Menu prices

d. Quality control
    1. Production control
    2. Portion control
    3. Standardized recipes

## TASK

22.03 Directing merchandising and public relations

## PERFORMANCE OBJECTIVE

Demonstrate a knowledge of principles of merchandising and measures which contribute to good public relations.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Merchandising
    1. Product study
    2. Market study
    3. Merchandising program
b. Advertising
    1. Signs, billboards and posters
    2. Telephone directory ads
    3. Newspaper, radio and television ads
    4. Advertising novelties
    5. Publicity
c. Sales promotions
    1. Special celebrations
    2. Prizes

(Continued on back)

Provide Demonstration On:

a. Conducting a product and market study
b. Developing a merchandising program
c. Advertising techniques

Provide Practical Application On:

Research newspapers, telephone directories, magazines, etc., for advertising techniques.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Hatchett, M., Food Service Management
b. Knoll, A., Food Service Management
c. Kotschevar, L., Quantity Food Production
d. Ray, M. and Lewis, E., Exploring Professional Cooking
e. Texas Tech University, Home Economics Careers in Food Service

Tools and Equipment:

a. Advertising samples
b. Sales promotions samples

**CLASSROOM HOURS** 4

## EVALUATION (22.03)

a. Given a product and market study, the student will outline a merchandising program: selecting a theme, planning advertising, planning publicity and sales promotion and showmanship. The instructor will evaluate the program.

b. Have student describe five possible reasons why a food service establishment may lose customers and what preventive or corrective measures should be undertaken.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    4. Contests
    5. Special prices
    6. Accepting credit cards
d. Showmanship
    1. Food and beverage displays
    2. Attractive buffets and serving lines
    3. Preparation of food in view of customer
    4. Costumed service personnel
    5. Menus
e. Public relations
    1. Importance
    2. Maintaining

## TASK

22.04 Accounting and recordkeeping

## PERFORMANCE OBJECTIVE

Demonstrate a thorough knowledge of financial recordkeeping.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Financial statements
   1. Balance sheet
   2. Profit and loss statement
b. Budgeting
   1. Fixed
   2. Flexible
   3. Variable
c. Break-even analysis
   1. Variable costs
   2. Fixed costs
      a. Occupational
      b. Primary
d. Tax records
   1. Federal
   2. State
   3. Local

(Continued on back)

Provide Demonstration On:

a. Preparing financial statements
b. Analyzing a profit and loss statement
c. Preparing a budget
d. Conducting a break-even analysis

Provide Practical Application On:

a. Prepare financial statements
b. Develop a budget
c. Determine break-even point

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Hatchett, M., Food Service Management
b. Eshback, C., ed., Food Service Management
c. Cornelius, E., Food Service Careers
d. Texas Tech University, Home Economics Careers in Food Service

Tools and Equipment:

a. Balance Sheet
b. Profit and loss statement
c. Budgets
d. Federal, state and local laws and regulations

**CLASSROOM HOURS** 4

## EVALUATION (22.04)

a. Given a list of assets and liabilities of a business for a specified period of time (month, year), the student will develop a balance sheet, finding the total assets, total liabilities, owner's equity and total liabilities and owner's equity with 100% accuracy.

b. Given a business's sales, beginning and ending inventory and expenses for a month, the student will accurately prepare a profit and loss statement for the month, finding the cost of food sold, gross profit, total operating expenses, net profit and percentage of sales.

c. Given the total sales, the variable cost percent of total sales and fixed costs, the student will accurately make a break-even analysis of sales.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    4. Withholding taxes
    5. Social Security taxes
    6. Sales taxes
    7. Real estate and property taxes
e. Licenses required to serve food and drink
    1. State
    2. City
f. Laws and regulations
    1. Labor laws
    2. Income tax laws
    3. Social Security laws
    4. Unemployment compensation laws
    5. Workers compensation laws
    6. Health and sanitation laws
    7. Obtaining and renewing licenses
    8. Fire regulations
    9. Building and zoning codes

# SECTION VI

## REFERENCES, RESOURCES

## RESOURCES

### Instructional Resource Matrix

The Instructional Resource Matrix lists the instructional resources required to carry out the learning activities in each unit in the program. The resources are divided into the categories of audio visuals, textbooks and student materials.

Audio visuals are identified by the following symbols: slide/tapes (ST), filmstrips (FS), motion picture (MP) and film loop (FL).

Textbooks are identified by the author(s) and title.

### Textbook List

This list identifies the textbooks referenced in the Unit Guide section and on the Instructional Resource Matrix.

### Audio Visuals

The suppliers of the audio visuals referenced on the Unit Guides and the Insturctional Resource Matrix are listed.

### Additional Instructional Resources

This section lists instructional resources which may be used in addition to those primary resources listed on the Unit Guides. The resources are divided into the categories of textbooks, pamphlets, periodicals, audio visuals and additional teaching aid resources.

### Resource Addresses

Addresses of instructional materials referenced on the Unit Guides, in the Additional Instructional Resources section and the Additional Resources section are given.

CURRICULUM AREA: Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 1.01 Understanding prescribed personal hygiene | Prentice-Hall Media: "Sanitation Sense" (ST); Butterick: "Sanitation" (FS) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Cornelius: Food Service Careers; Georgia Department of Public Health: Rules and Regulations for Food Service; Texas Tech University: Home Economics Careers in Food Service; Ohio Department of Education: Food Service | |
| 1.02 Identifying and controlling microorganisms that cause food contamination and illness | Prentice-Hall Media: "Sanitation Sense" (ST); Butterick: "Sanitation" (FS); Career Aids, Inc.: "The ABC's of Food Poisoning" (FS) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Cornelius: Food Service Careers; Texas Tech University: Home Economics Careers in Food Service | |
| 1.03 Identifying common pests and pest prevention procedures | Prentice-Hall Media: "Sanitation Sense" (ST); Butterick: "Sanitation" (FS); National Restaurant Association: "The Freeloaders" (FS) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Cornelius: Food Service Careers; Texas Tech University: Home Economics Careers in Food Service; National Association: Pest Prevention | |

CURRICULUM AREA: Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 1.04 Cleaning and sanitizing | Prentice-Hall Media: "Sanitation Sense" (ST); Butterick: "Sanitation" (FS) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Cornelius: Food Service Careers; Texas Tech University: Home Economics Careers in Food Service; Ohio Department of Education: Food Service | |
| 1.05 Following sanitary waste disposal | | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Cornelius: Food Service Careers; Texas Tech University: Home Economics Careers in Food Service | |
| 1.06 Washing dishes and utensils | | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Cornelius: Food Service Careers; Georgia Department of Public Health: Rules and Regulations for Food Service; New Jersey Department of Education: Dishwashing by Hand or Machine | |
| 1.07 Cleaning and sanitizing food preparation, food service and food storage areas | Prentice-Hall Media: "Sanitation Sense" (ST); Butterick: "Sanitation" (FS) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Cornelius: Food Service Careers; Texas Tech University: Home Economics Careers in Food Service; Ohio Department of Education: Food Service | |

CURRICULUM AREA: Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 2.01 Creating a safe working environment | Prentice-Hall Media: "Safety Skills" (ST); National Educational Media: "Kitchen Safety" (MP); National Restaurant Association: "Work Smart-Stay Safe" (FS) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service; Folsom: The Professional Chef; Georgia Department of Public Health: Rules and Regulations for Food Service; National Restaurant Association: Your Responsibility for Safety, An Employee Safety Message for Food Service Operations, Safety Data Sheet, Emergency Treatment of Burns, Chemical Hazards; Ray and Lewis: Exploring Professional Cooking | |
| 2.02 Following fire safety procedures | Prentice-Hall Media: "Safety Skills" (ST); National Restaurant Association: "Kitchen Safety" (FS) | Folsom: The Professional Chef; Kidde, et al.: The ABC's of Fire Protection; National Restaurant Association: Emergency Treatment of Burns; Texas Tech University: Home Economics Careers in Food Service | |

310

311

CURRICULUM AREA: Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 2.03 Identifying first aid procedures | Prentice-Hall Media: "Safety Skills" (ST) | American Red Cross: Advanced First Aid and Emergency Care; National Restaurant Association: Emergency Treatment of Burns; Texas Tech University: Home Economics Careers in Food Service | |
| 3.01 Identifying, selecting and using small tools and utensils | Prentice-Hall Media: "Knives, Tools and Measuring Devices" (ST); Prentice-Hall Media: "Pots, Pans and Other Cooking Equipment" (ST); Career Aids, Inc.: "Basic Kitchen Equipment" (FS) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service; Ray and Lewis: Exploring Professional Cooking | |
| 3.02 Selecting, using and caring for knives | Prentice-Hall Media: "Safety Skills" (ST); Prentice-Hall Media: "Knives, Tools and Measuring Devices" (ST); Career Aids, Inc.: "Basic Kitchen Equipment" (FS); Career Aids, Inc.: "Pre-Cooking" (FS) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |
| 3.03 Using food cutting equipment | Prentice-Hall Media: "Safety Skills" (ST); Career Aids, Inc.: "Specialty Appliances" (FS) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |

**CURRICULUM AREA:** Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 3.04 Using food steaming equipment | Prentice-Hall Media: "Pots, Pans and Other Cooking Equipment" (ST); Career Aids, Inc.: "Surface Cooking" (FS); Career Aids, Inc.: "Speed Cookery" (FS); Prentice-Hall Media: "Safety Skills" (ST) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |
| 3.05 Using food mixing equipment | Career Aids, Inc.: "Food Processors, Blenders and Mixers" (FS); Prentice-Hall Media: "Safety Skills" (ST) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |
| 3.06 Using and caring for surface cooking equipment | Prentice-Hall Media: "Pots, Pans and Other Cooking Equipment" (ST); Career Aids, Inc.: "Surface Cooking" (FS); Career Aids, Inc.: "Broiling and Grilling" (FS) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |
| 3.07 Using and cleaning deep-fat frying equipment | Career Aids, Inc.: "Surface Cooking" (FS); Career Aids, Inc.: "Specialty Appliances" (FS); Prentice-Hall Media: "Safety Skills" (ST) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |
| 3.08 Using and caring for toasters | Career Aids, Inc.: "Small Appliance Cooking" (FS) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |

CURRICULUM AREA: Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 3.09 Using and caring for ovens | Prentice-Hall Media: "Pots, Pans and Other Cooking Equipment" (ST); Career Aids, Inc.: "Slow Cooking" (FS); Career Aids, Inc.: "Speed Cookery" (FS); Career Aids, Inc.: "Oven-Cooking" (FS). | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |
| 3.10 Using and caring for serving and holding equipment | Prentice-Hall Media: "Pots, Pans and Other Cooking Equipment" (ST) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |
| 4.01 Demonstrating weighing and measuring techniques and equivalents | Prentice-Hall Media: "Knives, Tools and Measuring Devices" (ST); Career Aids, Inc.: "Basic Kitchen Equipment" (FS); Career Aids, Inc.: "Kitchen Measurements" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Haines: Math Principles for Food Service Occupations; Texas Tech University: Home Economics Careers in Food Service | |
| 4.02 Following recipes | Prentice-Hall Media: "Following Recipes" (ST) | Haines: Math Principles for Food Service Occupations; Haines: Food Preparation for Hotels, Restaurants and Cafeterias | |

**CURRICULUM AREA:** Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 4.03 Calculating recipe adjustments | Prentice-Hall Media: "Following Recipes" (ST) | Haines: Math Principles for Food Service Occupations | |
| 5.01 Understanding the fundamentals of nutrition | Interpretive Education: "Nutrition" (FS); Career Aids, Inc.: "Nutrient Needs" (FS); Career Aids, Inc.: "Nutrition and Exercise" (FS); Career Aids, Inc.: "Food: Health and Diet" (FS) | Gates: Basic Foods; National Dairy Council: A Guide to Good Eating; U.S. Department of Agriculture: Food Is More Than Just Something to Eat; Kraft Foods: Food and Nutition Terms | |
| 5.02 Developing a nutritionally complete diet | Career Aids, Inc.: "Food: The Choice is Yours" (FS); Career Aids, Inc.: "Nutrition for Teens"; Career Aids, Inc.: "Nutrition and Exercise" (FS); Career Aids, Inc.: "Teenage Nutrition: The Picture of Health" (FS); Career Aids, Inc.: "Exploding Nutrition Myths" (FS) | National Dairy Council: A Guide to Good Eating; U.S. Department of Agriculture: Food Is More Than Just Something to Eat; Texas Tech University: Home Economics Careers in Food Service | |
| 5.03 Planning menus with variety and nutritional balance | | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |

CURRICULUM AREA: Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 5.04 Identifying special nutritional diets | | U.S. Department of Agriculture: Food Is More Than Just Something to Eat; Kraft Foods: Food and Nutrition Terms; Texas Tech University: Home Economics Careers in Food Service; U.S. Department of Health and Welfare: Special-Restrictive Diet Information | |
| 5.05 Preserving the nutritional value of foods | Prentice-Hall Media: "Storing Foods" (ST); Butterick: "Principles of Cookery" (FS); Butterick: "Quality Control" (FS); Career Aids, Inc.: "Playing It Safe With Food" (FS) | Gates: Basic Foods | |
| 5.06 Understanding the nutrient labels of processed foods | Career Aids, Inc.: "Label Literacy: How to Read Food Packaging" (FS) | Gates: Basic Foods; National Canners Association: It's On the Label; National Nutrition Consortium: Nutrition Labeling-How to Make It Work for You | |
| 6.01 Identifying the functions of basic ingredients used in baking | Butterick: "Principles of Food Service" (FS); Career Aids, Inc.: "Bakery Products" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Ray and Lewis: Exploring Professional Cooking; Kotschevar: Quantity Food Production; Sultan: Elementary Baking | |

**CURRICULUM AREA:** Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 6.02 Using leavening agents | Career Aids, Inc.: "Bakery Products" (FS) | Gates: Basic Foods; Kotschevar: Quantity Food Production; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Ray and Lewis: Exploring Professional Cooking | |
| 6.03 Using fats | National Educational Media: "Deep Fat Frying" (MP); Career Aids, Inc.: "Fats and Oils" (FS) | Gates: Basic Foods; Kotschevar: Quantity Food Production | |
| 6.04 Using sugar | | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Ray and Lewis: Exploring Professional Cooking; Sultan: Elementary Baking; Kotschevar: Quantity Food Production | |
| 6.05 Using eggs | National Educational Media: "Give an Egg a Break" (MP); Career Aids, Inc.: "Eggs and Cheese" (FS) | Gates: Basic Foods; U.S. Department of Agriculture: Egg Grading Manual; Georgia Egg Commission: The Egg; Poultry and Egg National Board: Eggs-Basic Information for Young Homemakers; Texas Agricultural Extension Service: About Eggs; Kotschevar: Quantity Food Production | |

CURRICULUM AREA: Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 6.06 Using milk and milk products | Career Aids, Inc.: "Eggs and Cheese" (FS) | Gates: Basic Foods; Ray and Lewis: Exploring Professional Cooking; Kotschevar: Quantity Food Production; Sultan: Elementary Baking | |
| 6.07 Using starches and thickening agents | Prentice-Hall Media: "Stocks and Thickening Agents" (ST) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; | |
| 6.08 Using seasonings | | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Kotschevar: Quantity Food Production; Collins: Spices of the World Cookbook; U.S. Department of Agriculture: Consumer and Food Economics | |
| 6.09 Using nuts | | Gates: Basic Foods | |
| 7.01 Identifying the basic methods of heating foods | National Educational Media: "Deep Fat Frying" (MP); Career Aids, Inc.: "Microwave Cooking" (FS); Career Aids, Inc.: "Surface Cooking" (FS); Career Aids, Inc.: "Broiling and Grilling" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias | |

**CURRICULUM AREA:** Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 8.01 Preparing quick breads | Wheat Flour Institute: "Biscuit Method, Part I" (FS); Wheat Flour Institute: "Muffin Method, Part I" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Kotschevar: Quantity Food Production; Amendola and Lundberg: Understanding Baking | |
| 8.02 Preparing basic yeast bread products | Scope Productions: "Bread Making-Mixing" (FL); Scope Productions: "Bread Making-Kneading and Breaking" (FL); Career Aids, Inc.: "Bakery Products" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Amendola and Lundberg: Understanding Baking; Kotschevar: Quantity Food Production; Texas Tech University: Home Economics Careers in Food Service | |
| 8.03 Preparing sweet dough products | | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Amendola and Lundberg: Understanding Baking; Lundberg and Kotschevar: Understanding Cooking | |
| 8.04 Preparing breakfast breads and quick breads | Career Aids, Inc.: "Bakery Products" (FS) | Gates: Basic Foods | |

CURRICULUM AREA: Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 8.05 Preparing crepes (French pancakes) | | Gates: Basic Foods | |
| 8.06 Preparing cream puffs and eclairs | Career Aids, Inc.: "Bakery Products" (FS) | Gates: Basic Foods; Ohio Department of Education: Food Service | |
| 9.01 Preparing pie crusts | Scope Productions: "Pie Crust Mixing" (FL); Scope Productions: "Pie Crust Forming and Baking" (FL); McGraw-Hill: "Two Crust Pie" (FL) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Amendola and Lundberg: Understanding Baking; Lundberg and Kotschevar: Understanding Cooking | |
| 9.02 Assembling and baking pies with fruit fillings | | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Amendola and Lundberg: Understanding Baking; Lundberg and Kotschevar: Understanding Cooking | |
| 9.03 Assembling and baking pies with non-fruit fillings | McGraw-Hill: "Working with Egg Whites" (FL) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Amendola and Lundberg: Understanding Baking; Lundberg and Kotschevar: Understanding Cooking | |

**CURRICULUM AREA:** Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 10.01 Preparing cakes | | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Ohio Department of Education: Food Service | |
| 10.02 Preparing icings | | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Ohio Department of Education: Food Service | |
| 10.03 Icing and decorating cakes | | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |
| 10.04 Preparing cookies | | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias | |
| 11.01 Identifying principles of meat, poultry and seafood cookery | Prentice-Hall Media: "Meats, Seafood and Poultry" (ST) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Lundberg and Kotschevar: Understanding Cooking | |

CURRICULUM AREA: Food Service

| TASK LISTING | | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|---|
| | | Audio-Visuals | Textbooks | Student Materials |
| 11.02 | Identifying characteristics of meats important for food preparation tasks | Career Aids, Inc.: "Fish and Meat" (FS); Colonial Films: "Identification of Meats" (FS); Swift and Company: "How to Buy, Cook and Serve Protein Beef" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias | |
| 11.03 | Identifying cuts of meat animals | Colonial Films: "Identification of Meats" (FS); Career Aids, Inc.: "Fish and Meat" (FS); National Livestock and Meat Board: "Retail Cuts of Beef, Pork, Veal, Lamb-Where They Come From and How to Cook Them" (Chart) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Folsom: The Professional Chef; Ohio Department of Education: Food Service | |
| 11.04 | Identifying the characteristics of poultry important for food preparation tasks | Prentice-Hall Media: "Meats, Seafood and Poultry" (ST) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Folsom: The Professional Chef | |
| 11.05 | Identifying characteristics of fish and shellfish important for food preparation tasks | Prentice-Hall Media: "Meats, Seafood and Poultry" (ST) | Gates: Basic Foods; Haines; Food Preparation for Hotels, Restaurants and Cafeterias; Folsom: The Professional Chef | |
| 11.06 | Tenderizing meats | Career Aids, Inc.: "Fish and Meat" (FS) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Folsom: The Professional Chef; Lundberg and Kotschevar: Understanding Cooking | |

**CURRICULUM AREA:** Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 11.07 Roasting and baking meats, poultry and fish | Prentice-Hall Media: "Meats, Seafood and Poultry" (ST); Career Aids, Inc.: "Fish and Meat" (FS) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Folsom: The Professional Chef; Lundberg and Kotschevar: Understanding Cooking | |
| 11.08 Broiling and pan broiling meats, poultry and fish | Career Aids, Inc.: "Broiling and Grilling" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Folsom: The Professional Chef; Lundberg and Kotschevar: Understanding Cooking | |
| 11.09 Cooking meats, poultry, fish and shellfish by moist heat methods | Prentice-Hall Media: "Meats, Seafood and Poultry" (ST); Career Aids, Inc.: "Surface Cooking" (FS); Career Aids, Inc.: "Oven-Cooking" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Folsom: The Professional Chef; Lundberg and Kotschevar: Understanding Cooking | |
| 11.10 Cooking meats, poultry, fish and shellfish in a fat medium | | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Lundberg and Kotschevar: Understanding Cooking | |
| 11.11 Preparing breakfast eggs | Career Aids, Inc.: "Eggs and Cheese" (FS) | Gates: Basic Foods; Kotschevar: Quantity Food Production; Cornelius: Food Service Careers; Ohio Department of Education: Food Service | |

**CURRICULUM AREA:** Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 11.12 Preparing casseroles | | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Folsom: The Professional Chef; Amana Refrigeration Inc.: Microwave Cookery-Introduction to Cooking | |
| 12.01 Selecting and preparing fresh fruits and vegetables | Prentice-Hall Media: "Vegetables and Fruits" (ST); Career Aids, Inc.: "Fruitful Menus" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |
| 12.02 Identifying the principles of vegetable cookery | Prentice-Hall Media: "Vegetables and Fruits" (ST); Career Aids, Inc.: "Vegetables and Fruits" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |
| 12.03 Baking vegetables | Career Aids, Inc.: "Apples to Zucchini" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |
| 12.04 Steaming fresh and frozen vegetables | Prentice-Hall Media: "Vegetables and Fruits" (ST); Career Aids, Inc.: "Vegetables and Fruits" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |

**CURRICULUM AREA:** Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 12.05 Boiling fresh and frozen vegetables | Prentice-Hall Media: "Vegetables and Fruits" (ST); Career Aids, Inc.: "Vegetables and Fruits" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |
| 12.06 Frying vegetables | Prentice-Hall Media: "Vegetables and Fruits" (ST); Career Aids, Inc.: "Vegetables and Fruits" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |
| 12.07 Preparing and cooking dried legumes | | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias | |
| 12.08 Cooking fruits | Prentice-Hall Media: "Vegetables and Fruits" (ST); Career Aids, Inc.: "Vegetables and Fruits" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Ohio Department of Education: Food Service | |
| 13.01 Preparing stocks | Prentice-Hall Media: "Stocks, Sauces and Gravies" (ST) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Ohio Department of Education: Food Service | |

**CURRICULUM AREA:** Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 13.02 Preparing soups | | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Ohio Department of Education: Food Service | |
| 14.01 Preparing basic sauces | Prentice-Hall Media: "Stocks, Sauces and Gravies" (ST) | Gates: Basic Foods: Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Ohio Department of Education: Food Service | |
| 14.02 Preparing vegetable sauces | Prentice-Hall Media: "Stocks, Sauces and Gravies" (ST) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias | |
| 14.03 Preparing dessert or sweet sauces | | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Ohio Department of Education: Food Service | |
| 14.04 Preparing gravy | Prentice-Hall Media, "Stocks, Sauces and Gravies" (ST) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias | |
| 15.01 Preparing cereals and pastas | Career Aids, Inc.: "Surface Cooking" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Ohio Department of Education: Food Service | |

**CURRICULUM AREA:** Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 15.02 Preparing stuffing | | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Folsom: The Professional Chef | |
| 16.01 Preparing pudding, custard and souffle desserts | | Gates: Basic Foods; Texas Tech University: Home Economics Careers in Food Service | |
| 16.02 Preparing ice cream desserts | | Gates: Basic Foods; Ohio Department of Education: Food Service | |
| 16.03 Preparing puff pastries | Career Aids, Inc.: "Bakery Products" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |
| 17.01 Preparing salads | Prentice-Hall Media: "Salads" (ST); Kraft Foods: "Salads and Salad Dressings" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |
| 17.02 Preparing salad dressings | Prentice-Hall Media: "Salads" (ST); Kraft Foods: "Salads and Salad Dressings" (FS) | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Ohio Department of Education: Food Service | |

**CURRICULUM AREA:** Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 18.01 Preparing appetizers | | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias | |
| 18.02 Preparing garnishes | | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Gates: Basic Foods; Texas Tech University: Home Economics Careers in Food Service | |
| 19.01 Preparing sandwiches | Prentice-Hall Media: "Sandwiches" (ST) | Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Gates: Basic Foods; Texas Tech University: Home Economics Careers in Food Service | |
| 20.01 Preparing, serving and dispensing beverages | | Gates: Basic Foods; Haines: Food Preparation for Hotels, Restaurants and Cafeterias; Texas Tech University: Home Economics Careers in Food Service | |
| 21.01 Arranging dining area for service | Prentice-Hall Media: "Table Service" (ST) | Gates: Basic Foods; Cornelius: Food Service Careers | |

**CURRICULUM AREA:** Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 21.02 Serving customers | Prentice-Hall Media: "Table Service" (ST); Continental Film Productions Corp.: "Ladies and Gentlemen in Waiting" (FS); RMI Media: "Serving Food" (FS) | Aikin: The Waiter/Waitress Manual; Gates: Basic Foods; Cornelius: Food Service Careers | |
| 22.01 Purchasing, receiving, storing and issuing food and supplies | Prentice-Hall Media: "Quality and Cost Control" (ST) | Ray and Lewis: Exploring Professional Cooking; Kotschevar: Quantity Food Production; Morgan: Supervision and Management of Quantity Food Preparation; Knoll: Food Service Management; Kotschevar: Quantity Food Purchasing; Texas Tech University: Home Economics Careers in Food Service | |
| 22.02 Directing personnel and controling production | Prentice-Hall Media: "Quality and Cost Control" (ST) | Kotschevar: Quantity Food Production; Hatchett: Food Service Management; Knoll: Food Service Management; Morgan: Supervision and Management of Quantity Food Preparation; Texas Tech University: Home Economics Careers in Food Service | |

CURRICULUM AREA: Food Service

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 22.03 Directing merchandising and public relations | | Hatchett: Food Service Management; Knoll: Food Service Management; Kotschevar: Quantity Food Production; Ray and Lewis: Exploring Professional Cooking; Texas Tech University: Home Economics Careers in Food Service | |
| 22.04 Accounting and recordkeeping | | Hatchett: Food Service Management; Eshback: Food Service Management; Cornelius: Food Service Careers; Texas Tech University: Home Economics Careers in Food Service | |

## TEXTBOOK LIST

*About Eggs*. College Station, TX: Texas Agricultural Extension Service, Texas A and M University Press.

*A Guide to Good Eating*. Chicago, IL: National Dairy Council.

Amendola, J. and Lundberg, D., *Understanding Baking*. Boston, MA: Cahner's Books International Inc., 1971.

American Red Cross, *Advanced First Aid and Emergency Care* (2nd ed.). Garden City, NY: Doubleday and Company, Inc.

*An Employee Safety Message for Food Service Operations*. Chicago, IL: National Restaurant Association.

Aikin, B., *The Waiter/Waitress Manual*. New York, NY: McGraw-Hill Book Company, 1976.

*Chemical Hazards*. Chicago, IL: National Restaurant Association.

Collins, M., *Spices of the World Cookbook*. New York, NY: McCormack and Company, McGraw-Hill Book Company, 1979.

*Consumer and Food Economics*. Washington, D.C.: U.S. Department of Agriculture.

Cornelius, E., *Food Service Careers*. Peoria, IL: Charles A. Bennett Company, Inc., 1974.

*Dishwashing by Hand or Machine*. Trenton, NJ: New Jersey State Department of Education.

*Egg Grading*. Washington, D.C.: U.S. Department of Agriculture.

*Eggs--Basic Information for Young Homemakers*. Chicago, IL: Poultry and Egg National Board.

*Emergency Treatment of Burns*. Chicago, IL: National Restaurant Association.

Eshback, C. ed., *Food Service Management* (2nd ed.). Boston, MA: Cahner's Books International, Inc., 1976.

Folsom, L. ed., *The Professional Chef* (4th ed.). Boston, MA: Cahner's Books International, Inc., 1974.

*Food and Nutrition Terms*. Chicago, IL: Kraft Foods.

*Food Is More Than Just Something To Eat*. Washington, D.C.: U.S. Department of Agriculture.

Gates, J., *Basic Foods*. New York, NY: Holt, Rinehart and Winston, 1976.

Haines, R., Food Preparation for Hotels, Restaurants and Cafeterias (2nd ed.). Chicago, IL: American Technical Society, 1973.

Haines, R., Math Principles for Food Service Occupations. Albany, NY: Delmar Publishers, 1979.

Hatchett, M., Food Service Management. Austin, TX: The University of Texas at Austin, Instructional Materials Center.

Home Economics Careers in Food Service. Lubbock, TX: Texas Tech University, Home Economics Instructional Materials Center, 1980.

It's On The Label. Washington, D.C.: National Canners Association.

Knoll, A., Food Service Management: A Human Relations Approach. New York, NY: McGraw-Hill Book Company, 1976.

Kotschevar, L., Quantity Food Production (3rd ed.). Philadelphia, PA: International Ideas, Inc., 1975.

Kotschevar, L., Quantify Food Purchasing (2nd ed.). New York, NY: John Wiley and Sons, Inc., 1975.

Lunberg, D. and Kotschevar, L., Understanding Cooking. New York, NY: Radio City Book Store, 1970.

Microwave Cookery--Introduction to Cooking. Amana, IA: Amana Refrigeration, Inc.

Morgan, W., Supervision and Management of Quantity Food Preparation--Principles and Procedures. Berkley, CA: McCutchan Publishing Corporation, 1974.

Nutrition Labeling--How To Make It Work For You. Bethesada, MD: National Nutrition Consortium.

Pest Prevention. Chicago, IL: National Restaurant Association.

Ray, M. and Lewis, E., Exploring Professional Cooking. Peoria, IL: Charles A. Bennett Company, Inc., 1976.

Rules and Regulations for Food Service. Atlanta, GA: Georgia Department of Public Health, 1967.

Safety Data Sheet. Chicago, IL: National Restaurant Association.

Special-Restrictive Diet Information. Rockville, MD: U.S. Department of Health and Welfare.

Sultan, W., Elementary Baking. New York, NY: McGraw-Hill Book Company, 1969.

The ABC's of Fire Protection. Billeville, NJ: Walter Kidde and Company.

The Egg. College Park, GA: Georgia Egg Commission.

Vocational Home Economics Job Training Curriculum Guide for Food Service. Columbus, OH: Ohio State Department of Education, Division of Vocational Education, Home Economics Section, 1977.

Your Responsibility for Safety. Chicago, IL: National Restaurant Association.

## AUDIO VISUALS

| | |
|---|---|
| Butterick Publishing Company | Filmstrips |
| Career Aids, Inc. | Filmstrips/Transparencies |
| Colonial Films, Inc. | Filmstrips/Transparencies |
| Continental Film Production Corporation | Filmstrips/Motion Pictures |
| Interpretive Education | Filmstrips |
| Kraft Foods | Filmstrips/Motion Pictures |
| McGraw-Hill Films | Film Loops |
| National Educational Media | Filmstrips/Motion Pictures |
| National Livestock and Meat Board | Charts/Filmstrips/Motion Pictures |
| National Restaurant Association | Filmstrips/Charts |
| Prentice-Hall Media | Slide Tapes/Filmstrips |
| PMI Film Productions | Filmstrips/Motion Pictures |
| Scope Productions | Film Loops |
| Swift and Company | Filmstrips/Motion Pictures/ Transparencies |
| Wheat Flour Institute | Filmstrips |

## ADDITIONAL INSTRUCTIONAL RESOURCES

### Textbooks

Anderson, H. W., The Modern Food Service Industry: An Introductory Guide. Dubuque, IA: William C. Brown Company, Publishers, 1977.

Axler, B. H., Adding Eye Appeal to Foods. Indianapolis, IN: Bobbs-Merrill Educational Publishing, 1974.

Being a Food Service Worker. Bowie, MD: Robert J. Brady Company, 1967.

Bryan, J. R., Managing Restaurant Personnel: A Handbook for Food Service Operators. New York, NY: Lebhar-Friedman Books, 1974.

Coffman, J. P., Introduction to Professional Food Service (Rev. ed.). Boston, MA: Cahner's Books International, Inc., 1974.

Creasy, D. N., Food Careers. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977.

Deuel, W. K., Kitchen Management for Institutions. Rochelle Park, NJ: Hayden Book Company, Inc., 1975.

Dyer, D. A., So You Want to Start a Restaurant. Boston, MA: Cahner's Books International, Inc., 1971.

Fonosch, G. G. and Kuitka, E. F., Meal Management Concepts and Applications. San Francisco, CA: Canfield Press, 1977.

Food Service Career Education Series. Boston, MA: Cahner's Books International, Inc., 1974.

Fowler, S. F. et al., Food for Fifty (5th ed.). New York, NY: John Wiley and Sons, Inc., 1971.

Kahrl, W. L., Advanced Modern Food and Beverage Service. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977.

Kahrl, W. L., Introduction to Modern Food and Beverage Service. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976.

Kaplan, A., Elements of Food Production and Baking. New York, NY: ITT Educational Services, Inc., 1971. (order from Bobbs-Merrill Educational Publishing).

Kinder, F., Meal Management (4th ed.). New York, NY: Macmillan Publishing Company, Inc., 1973.

Kirschmann, J. D., Nutrition Almanac. New York, NY: McGraw-Hill Book Company, 1975.

Kowtaluk, H., Discovering Nutrition. Peoria, IL: Charles A. Bennett Company, Inc., 1978.

Kowtaluk, H. and Kopan, A. O., Food for Today. Peoria, IL: Charles A. Bennett Company, Inc., 1977.

Laine, S. and Laine, I., Promotion in Food Service. New York, NY: McGraw-Hill Book Company, 1972.

Lehrman, L., Dining Room Service. New York, NY: ITT Educational Services, Inc., 1971. (order from Bobbs-Merrill Company, Inc.).

Lewis, D. S., Peckham, G. C., and Hovey, H. S., Family Meals and Hospitality. New York, NY: Macmillan Publishing Company, 1972.

Longree, K. ed., Quantity Food Sanitation (2nd ed.). New York, NY: John Wiley and Sons, Inc., 1972.

Lundberg, D. E. and Armatas, J. P., The Management of People in Hotels, Restaurants and Clubs (3rd ed.). Dubuque, IA: William C. Brown Company, Publishers, 1974.

Medved, E., The World of Food. Lexington, MA: Ginn and Company, 1977.

Mizer, D. A. and Porter, M., Food Preparation for the Professional. San Francisco, CA: Canfield Press, 1978.

Newberry, L. and Fisher, M. F., The Food Book. South Holland, IL: The Goodheart-Willcox Company, 1981.

Rombauer, I. S. and Becker, M. R., The Joy of Cooking (Rev ed.). Indianapolis, IN: Bobbs-Merrill Company, Inc., 1975.

A Safety Self Inspection Program for Food Service Operators. Chicago, IL: National Restaurant Association, 1974.

Shank, D. E., et al., Guide to Modern Meals (2nd ed.). New York, NY: McGraw-Hill Book Company, 1969.

Smith, E. and Crusius, V., Handbook on Quantity Food Management (2nd ed.). Minneapolis, MN: Burgess Publishing Company, 1970.

Stokes, J. W., Food Service in Industry and Insititutions (2nd ed.). Dubuque, IA: William C. Brown Company, Publishers, 1973.

Stokes, J. W., How to Manage A Restaurant or Institutional Food Service (3rd ed.). Dubuque, IA: William C. Brown Company, Publishers, 1978.

Thomas, K. M. ed., Winning Sandwiches for Menu Makers. Chicago, IL: National Restaurant Association, 1976.

Thorner, M. E., Convenience and Fast Food Handbook. Westport, CT: AVI Publishing Company, Inc., 1973.

Training the Food Service Worker. Chicago, IL: Hospital Research and Educational Trust of the AHA, 1967. (order from Robert J. Brady Company).

Villella, J. A., The Hospitality Industry -- The World of Food Service. New York, NY: McGraw-Hill Book Company, 1975.

Wenck, D., Baren, M., and Dewan, S., Nutrition: The Challenge of Being Well Nourished. Reston, VA: Reston Publishing Company, 1980.

Weiss, E. and Weiss, H., Catering Handbook. New York, NY: Hayden Book Company, Inc., 1971.

White, R. B., Food and Your Future. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1972.

Wilkinson, J., The Complete Book of Cooking Equipment (Rev. ed.). Boston, MA: Cahner's Books International, Inc., 1975.

Winn, C. S. and Baker, M. C., Exploring Occupations in Food Service and Home Economics. New York, NY: McGraw-Hill Book Company, 1976.

Wolfe, K. C., Cooking for the Professional Chef: A Structured Approach. Albany, NY: Delmar Publishers, 1976.

Wood, M. and Harris, K. W., Quantity Recipes (Rev. ed.). Ithaca, NY: New York State College of Home Economics at Cornell University, 1973.

## Pamphlets

Borisoff, N., Nick the Waiter. New York, NY: McGraw-Hill Book Company, 1969.

Career Ladders in the Foodservice Industry. Chicago, IL: National Restaurant Association, 1971.

Keister, D. C., How to Increase Profits with Portion Control. Chicago, IL: National Restaurant Association, 1966.

Kipniss, J., Judy the Waitress. New York, NY: McGraw-Hill Book Company, 1966.

National Sanitation Foundation, Commercial Cooking and Warming Equipment (Standard #4) (Rev. ed.). Chicago, IL: National Restaurant Association, 1975.

National Sanitation Foundation, Commercial Powered Food Preparation Equipment (Standard #8). Chicago, IL: National Restaurant Association. 1974.

National Sanitation Foundation, Dispensing Freezers (Standard #6). Chicago, IL: National Restaurant Association, 1970.

National Sanitation Foundation, Food and Beverage Dispensing Equipment (Standard #18). Chicago, IL: National Restaurant Association, 1974.

National Sanitation Foundation, Food Service Equipment (Standard #2) (Rev. ed.). Chicago, IL: National Restaurant Association, 1973.

National Sanitation Foundation, Food Service Refrigerators and Storage Freezers (Standard #7). Chicago, IL: National Restaurant Association, 1973.

National Sanitation Foundation, Soda Fountain and Luncheonette Equipment (Standard #1) (Rev. ed.). Chicago, IL: National Restaurant Association, 1973.

National Sanitation Foundation, Special Equipment and Devices - Food Equipment (Criteria C-2). National Restaurant Association, 1972.

OSHA Self Inspection Supplement, Chicago, IL: National Restaurant Association, 1976.

Richardson, T., Sanitation for Foodservice Workers (2nd ed.). Boston, MA: Cahner's Books International, Inc., 1974.

Today's Busboy. New York, NY: Chain Store Publishing Corporation, Affiliate of Lebhar-Friedman Publishers, Inc., 1971.

Today's Dishwashing Machine Operator. New York, NY: Chain Store Publishing Corporation, Affiliate of Lebhar-Friedman Publishers, Inc., 1971.

Today's Waitress. New York, NY: Chain Store Publishing Corporation, Affiliate of Lebhar-Friedman Publishers, Inc., 1971.

## Additional Pamphlet Sources

American Home Economics Association, 2010 Massachusetts Avenue,
N.W., Washington, DC 20036

American Institute of Baking, 400 East Ontario Street, Chicago,
IL 60611

Cooperative Extension Service, University of Georgia, Athens, GA
30602

Manufacturing Chemists Association, 1825 Connecticut Avenue, N.W., Washington, DC 20009

U. S. Department of Health and Welfare, Washington, DC 20201

United States Government Printing Office, Superintendent of Documents, Washington, DC 20402

## Periodicals

Bon Appetit. Boulder, CO: Bon Appetit.

Co-ed. Englewood Cliffs, NJ: Scholastic Magazines, Inc.

FDA Consumer. Washington, DC: Superintendent of Documents, U.S. Government Printing Office.

Food and Nutrition. Washington, DC: Superintendent of Documents, U.S. Government Printing Office.

Forecast. Englewood Cliffs, NJ: Scholastic Magazines, Inc.

Illinois Teacher of Home Economics. Urbana, IL: Illinois Teacher, University of Illinois.

Penney's Forum. New York, NY: J.C. Penney Company, Inc. (Free. Distributed by managers of J.C. Penney Stores bi-annually.)

School Foodservice Research Review. Denver, CO: Research Review.

Teen Times. Washington, DC: Future Homemakers of America.

Tips and Topics. Lubbock, TX: Texas Tech University.

What's New in Home Economics. Philadelphia, PA: North American Publishing Company.

## Audio Visuals

| | |
|---|---|
| Betty Crocker Film Library | Filmstrips |
| Butterick Publishing Company | Filmstrips |
| Campbell Soup Company | Filmstrips |
| Cornell University | Filmstrips |
| Corning Glass Works | Filmstrips |
| Del Monte | Filmstrips |

| | |
|---|---|
| Eye Gate Media | Filmstrips |
| Fairchild Books and Visuals | Slides |
| Food and Drug Administration | Filmstrips |
| Food Service Guides | Filmstrips |
| Franklin Clay Films | Filmstrips |
| General Food Consumer Center | Filmstrips |
| General Mills | Filmstrips |
| Learning Arts | Filmstrips |
| McGraw-Hill Films | Filmstrips |
| NASCO | Filmstrips |
| Pepperidge Farms, Inc. | Filmstrips |
| Pillsbury Company | Filmstrips |
| Procter and Gamble Company | Filmstrips/ Transparencies |
| Rubbermaid, Inc. | Filmstrips |
| Sterling Educational Films | 16mm films |
| Sunburst Communications | Filmstrips |
| Tupperware Educational Services | Filmstrips |
| Walt Disney Educational Media Center | Filmstrips |

## Additional Teaching Aid Sources

Communications in Learning, Inc., 2929 Main Street, Buffalo, NY 14214

Ekco Housewares Company, Educational Services Department, 9234 West Belmont Avenue, Franklin Park, IL 60131

Environment and Health Committee of the Single Service Institute, 250 Park Avenue, New York, NY 10017

National Safety Council, School and College Department, 444 N. Michigan Avenue, Chicago, IL 60611

Restaurant-Hotel Learning Aids, 5050 Excelsior Boulevard, Minneapolis, MN 55416

Texas Department of Health Resources, Division of Public Health Education, Film Library, 410 East 5th Street, Austin, TX 78701

United Fresh Fruit and Vegetable Association, 1019 Nineteenth Street, NW, Washington, DC 20036

U.S. Department of Agriculture, Washington, DC 20250

# RESOURCE ADDRESSES

Amana Refrigeration, Inc.
Amana, IA 52204

American National Red Cross
(Contact your local chapter)

American Technical Society
5608 Stony Island Avenue
Chicago, IL 60637

AVI Publishing Company, Inc.
P.O. Box 831
250 East State Street
Westport, CT 06880

Betty Crocker Film Library
9200 Wayzata Blvd.
Box 113
Minneapolis, MN 55412

Bobbs-Merrill Educational Publishing
4300 West 62nd Street
P.O. Box 7080
Indianapolis, IN 46206
(317) 298-5479

Bon Appetit
Box 2424
Boulder, CO 80322

Burgess Publishing Company
7108 Ohms Lane
Minneapolis, MN 55435

Butterick Publishing Company
Division of American Can Company
161 6th Avenue
New York, NY 10013

Cahner's Books International Inc.
89 Franklin Street
Boston, MA 02110

Campbell Soup Company
Home Economics Department
Box 56A
Camden, NJ 03101

Canfield Press
Division of Harper and Row
1700 Montgomery Street
San Francisco, CA 94111

Career Aids, Inc.
8950 Lurline Avenue
Dept. T7
Chatsworth, CA 91311
(213) 341-8200

Chain Store Publishing Company
Affiliate of Lebhar-Friedman
425 Park Avenue
New York, NY 10022

Charles A. Bennet Company, Inc.
809 West Detweiller Drive
Peoria, IL 61614

Colonial Films, Inc.
752 Spring Street N.W.
Atlanta, GA 30308

Continental Film Production Corporation
4220 Amnicola Hwy
Chattanooga, TN 37406

Cornell University
Cooperative Extension Service
Ithaca, NY 14853

Corning Glass Works
Corning, NY 14830

Delmar Publishers
P.O. Box 5087
Albany, NY 12205
(800) 325-6000

Del Monte
215 Treemont Street
San Francisco, CA 94119

Division of Vocational Education
Home Economics Section
State Department of Education
65 South Front Street
Columbus, OH 43215

Doubleday and Company Inc.
Educational Systems Division
Garden City, NY 11530

Eye Gate Media
146-01 Archer Avenue
Jamaica, NY 11435

Fairchild Books and Visuals
7 East Twelfth Street
New York, NY 10003

Food and Drug Administration
Public Health Service
U.S. Department of Health and
Welfare
5600 Fishers Lane
Rockville, MD 20852

Food Service Guides
P.O. Box 709
Rocky Mount, NC 27801

Franklin Clay Films
P.O. Box 2036-1
Costa Mesa, CA 92626

Future Homemakers of America
National FHA/HERO Headquarters
2010 Massachusetts Ave. NW
Washington, DC 20036

General Foods Consumer Center
250 North Street
White Plains, NY 10625

General Mills, Inc.
Box 1113
Minneapolis, MN 55440

Georgia Department of Public
Health and Safety
47 Trinity Avenue S.W.
Atlanta, GA 30334

Georgia Egg Commission
Georgia State Farmers Market
College Park, GA 30337

Ginn and Company
191 Spring Street
Lexington, MA 02173
(617) 861-1670

Hayden Book Company, Inc.
50 Essex Street
Rochelle Park, NJ 07662

Holt, Rinehart and Winston
383 Madison Avenue
New York, NY 10017

Home Economics Instructional
Materials Center
Box 4067
Texas Tech University
Lubbock, TX 79409

Illinois Teacher
351 Education Building
University of Illinois
Urbana, IL 61801

Instructional Materials Center
Main Building 2400
The University of Texas at
Austin
Austin, TX 78712

International Ideas, Inc.
1627 Spruce Street
Philadelphia, PA 19103

Interpretive Education
2306 Winters Drive
Kalamazoo, MI 49002

J.C. Penney Company, Inc.
Educational Relations
1301 Avenue of the Americas
New York, NY 10019

John Wiley and Sons, Inc.
605 Third Avenue
New York, NY 10016

Kraft Foods
500 Peshtigo Court
Chicago, IL 60611

Learning Arts
P.O. Box 179
Wichita, KS 67201

Macmillan Publishing Company,
Inc.
866 Third Avenue
New York, NY 10022

McCutchan Publishing Corporation
2526 Grove Street
Berkley, CA 94704

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

McGraw-Hill Films
1221 Avenue of the Americas
New York, NY 10020

NASCO
901 Jamesville Avenue
Fort Atkinson, WI 53538

National Canners Association
20th Street N.W.
Washington, DC 20036

National Dairy Council
6300 N. River Road
Rosemont, IL 60018

National Educational Media
15760 Ventura Blvd.
Encino, CA 91436

National Institute for Occupational Safety and Health
Robert A. Taft Laboratories
4676 Columbia Parkway
Cincinnati, OH 45226

National Livestock and Meat Board
36 South Wabash Avenue
Chicago, IL 60603

National Nutrition Consortium
9650 Rockville Pike
Bethesda, MD 20014

National Restaurant Association
Educational Materials Center
One IBM Plaza
Chicago, IL 60611

New Jersey Department of Education
Division of Vocational Education
225 West State Street
Trenton, NJ 08608

New York State College of Home Economics at Cornell University
Ithaca, NY 14853

North American Publishing Company
401 North Broad
Philadelphia, PA 19108

Pepperidge Farms, Inc.
Public Relations Department
Norwalk, CT 06856

Pillsbury Company
1777 Pillsbury Bldg.
608 Second Avenue
Minneapolis, MN 55402

Poultry and Egg National Board
185 Michigan Avenue
Chicago, IL 60603

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Prentice-Hall Media
Service Code XF
150 White Plains Road
Tarrytown, NY 10591

Procter and Gamble Company
Teaching Aids
P.O. Box 14009
Cincinnati, OH 45214

Radio City Book Store
324 W. 47th Street
New York, NY 10036

Research Review
American School Food Service Association
4101 East Iliff Avenue
Denver, CO 80222

Reston Publishing Company
11480 Sunset Hills Road
Reston, VA 22090

RMI Film Productions
701 Westport Rd.
Kansas City, MO 64111

Robert J. Brady
Routes 197 and 450
Bowie, MD 20715

Rubbermaid Company
Home Service Center
Wooster, OH 44691

Scholastic Magazines, Inc.
902 Sylvan Avenue
Englewood Cliffs, NJ 07632

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Sunburst Communications
Room 3
39 Washington Avenue
Pleasantville, NY 10570

Swift and Company
Research and Development Center
115 West Jackson Blvd.
Chicago, IL 60604

Scope Productions
Division of Cross and Dunlap
51 Madison Avenue
New York, NY 10010

Texas Agricultural Extension Service
Texas A & M University Press
Drawer "C"
College Station, TX 77843

Texas Department of Health Resources
Film Library
410 East 5th Street
Austin, TX 78701

The Goodheart-Willcox Company
123 W. Taft Drive
South Holland, IL 60473

Tips and Topics
College of Home Economics
P.O. Box 4170
Texas Tech University
Lubbock, TX 79409

Tupperware Home Parties
Educational Services Program
Orlando, FL 32802

U.S. Department of Agriculture
Washington, DC 20250

U.S. Department of Health and Welfare
Public Health Service
Food and Drug Administration
Office of Public Affairs
5600 Fishers Lane
Rockville, MD 20852

Walt Disney Educational Media Center
500 South Buena Vista Street
Burbank, CA 91521

Walter Kidde and Company
675 Main Street
Billeville, NJ 07109

What's New in Home Economics
134 North 13th Street
Philadelphia, PA 19107

Wheat Flour Institute
14 East Jackson Blvd.
Suite 1010
Chicago, IL 60604

William C. Brown Company, Publishers
2460 Kerper Blvd.
Dubuque, IA 52001

# SECTION VII

## STUDENT RECORDS

## STUDENT RECORDS

This section contains four forms, the Individual Progress Report Chart, the Group Progress Chart, the Competency Checklist and the Certificate of Competency. The use of these Charts is described below and on page 6.

## INDIVIDUAL PROGRESS REPORT

One copy should be kept in each student's confidential file and updated as tasks are completed. Grades should be assigned upon task completion and then averaged for grade reporting. Difficulty, excessive amounts of time, etc. should be noted on this form and should be discussed with the student.

## GROUP PROGRESS CHART

This chart reflects task completion only and can be displayed in the classroom or lab area. Due to confidentiality of records, a grade must not be recorded. The instructor should maintain a copy of this record and update it daily.

# INDIVIDUAL PROGRESS REPORT

NAME____________________________

PROGRAM/CLUSTER____________________________ AREA ____________________________

| TASK/ UNIT NO. | UNIT TITLE | DATE STARTED | DATE COMP. | EST. TIME | GRADE |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

## GROUP PROGRESS CHART

| | UNITS/TASKS | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NAME | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

## COMPETENCY CHECKLIST

The Competency Checklist is an easy device for the instructor to use to know when a student is eligible to receive a Certificate of Competency (shown on page 9). One Checklist is used per student for as long as the student stays in the program. The instructor may use the checklist in the following manner:

1. Enter the student's name on the form.
2. As the student masters each task, check off the task under each job title on the Competency Checklist for which it appears.
3. Keep the Checklist in each student's personal file or keep all Competency Checklists together in a separate file.
4. When all the tasks underneath a job title have been checked off, the student is eligible to receive a Certificate of Competency for that job title.

## CERTIFICATE OF COMPETENCY

The Certificate of Competency is issued by the instructor to certify that the student has mastered the tasks necessary for entry level employment for the job listed on the Certificate. The specific tasks that have been mastered are printed on the back of the Certificate, which can be used by the student to show a prospective employer exactly what the student is qualified to do. The Certificates should be printed ahead of time so that the instructor may simply fill in the front of the Certificate whenever a student is eligible to receive one, as indicated by the student's Competency Checklist. A sample completed Certificate of Competency appears on page 9 followed by a Certificate of Competency for each of the possible Food Service program exit points (job titles).

The Certificate should be completed by the instructor as follows:

1. Enter the student's name.
2. Enter the school name.
3. Date and sign the Certificate.
4. It is recommended that the Certificate be stamped with the school seal.

## COMPETENCY CHECKLIST

________________________________
STUDENT NAME

As the student masters each unit of instruction, check off the unit number under each of the following job titles where it appears. When all the units under a job title have been completed, the student is eligible to receive a Certificate of Competency for that job title.

### Dining Room Attendant
311.677-018

( ) 1.01
( ) 1.02
( ) 1.03
( ) 1.04
( ) 1.05
( ) 1.06
( ) 1.07
( ) 2.01
( ) 2.02
( ) 2.03
( ) 5.01
( ) 5.02
( ) 5.06
( ) 21.01
( ) 21.02

### Counter Attendant, Cafeteria
311.677-014

( ) 1.01
( ) 1.02
( ) 1.03
( ) 1.04
( ) 1.05
( ) 1.06
( ) 1.07
( ) 2.01
( ) 2.02
( ) 2.03
( ) 3.01
( ) 3.02
( ) 3.03
( ) 3.04
( ) 3.05
( ) 3.06
( ) 3.07
( ) 3.08
( ) 3.09
( ) 3.10
( ) 4.01
( ) 4.02
( ) 5.01
( ) 5.02
( ) 5.06
( ) 6.08
( ) 7.01
( ) 11.01
( ) 11.02
( ) 11.03
( ) 11.04
( ) 11.05
( ) 17.01
( ) 18.02
( ) 19.01
( ) 20.01
( ) 21.01
( ) 21.02

### Waiter/Waitress, Informal
311.477-030

( ) 1.01
( ) 1.02
( ) 1.03
( ) 1.04
( ) 1.05
( ) 1.06
( ) 1.07
( ) 2.01
( ) 2.02
( ) 2.03
( ) 5.01
( ) 5.02
( ) 5.04
( ) 5.06
( ) 17.01
( ) 17.02
( ) 18.01
( ) 18.02
( ) 20.01
( ) 21.01
( ) 21.02

### Waiter/Waitress, Formal
311.477-026

( ) 1.01
( ) 1.02
( ) 1.03
( ) 1.04
( ) 1.05
( ) 1.06
( ) 1.07
( ) 2.01
( ) 2.02
( ) 2.03
( ) 5.01
( ) 5.02
( ) 5.04
( ) 5.06
( ) 17.01
( ) 17.02
( ) 18.01
( ) 18.02
( ) 20.01
( ) 21.01
( ) 21.02

### Kitchen Helper
318.687-010

( ) 1.01
( ) 1.02
( ) 1.03
( ) 1.04
( ) 1.05
( ) 1.06
( ) 1.07
( ) 2.01
( ) 2.02
( ) 2.03
( ) 3.01
( ) 3.02
( ) 3.03
( ) 3.04
( ) 3.05
( ) 3.06
( ) 3.07
( ) 3.08
( ) 3.09
( ) 3.10
( ) 4.01
( ) 4.02
( ) 4.03
( ) 5.01
( ) 5.02
( ) 5.05
( ) 5.06
( ) 6.01
( ) 6.02
( ) 6.03
( ) 6.04
( ) 6.05
( ) 6.06
( ) 6.07
( ) 6.08
( ) 6.09
( ) 7.01
( ) 18.02

### Baker Helper
313.684.010

( ) 1.01
( ) 1.02
( ) 1.03
( ) 1.04
( ) 1.05
( ) 1.06
( ) 1.07
( ) 2.01
( ) 2.02
( ) 2.03
( ) 3.01
( ) 3.02
( ) 3.03
( ) 3.04
( ) 3.05
( ) 3.06
( ) 3.07
( ) 3.08
( ) 3.09
( ) 3.10
( ) 4.01
( ) 4.02
( ) 4.03
( ) 5.01
( ) 5.02
( ) 5.05
( ) 5.06
( ) 6.01
( ) 6.02
( ) 6.03
( ) 6.04
( ) 6.05
( ) 6.06
( ) 6.07
( ) 6.08
( ) 6.09
( ) 7.01
( ) 8.01
( ) 8.02
( ) 8.03
( ) 8.04
( ) 8.05
( ) 8.06
( ) 9.01
( ) 9.02
( ) 9.03
( ) 10.01
( ) 10.02
( ) 10.03
( ) 10.04
( ) 12.08
( ) 14.03
( ) 16.01
( ) 16.03

### Cook Helper
### 317.687-010

( ) 1.01
( ) 1.02
( ) 1.03
( ) 1.04
( ) 1.05
( ) 1.06
( ) 1.07
( ) 2.01
( ) 2.02
( ) 2.03
( ) 3.01
( ) 3.02
( ) 3.03
( ) 3.04
( ) 3.05
( ) 3.06
( ) 3.07
( ) 3.08
( ) 3.09
( ) 3.10
( ) 4.01
( ) 4.02
( ) 4.03
( ) 5.01
( ) 5.02
( ) 5.04
( ) 5.05
( ) 5.06
( ) 6.01
( ) 6.02
( ) 6.03
( ) 6.04
( ) 6.05
( ) 6.06
( ) 6.07
( ) 6.08
( ) 6.09
( ) 7.01
( ) 10.04
( ) 11.01
( ) 11.02
( ) 11.03
( ) 11.04
( ) 11.05
( ) 11.06
( ) 11.07
( ) 11.08
( ) 11.09
( ) 11.10
( ) 11.11
( ) 11.12
( ) 12.01
( ) 12.02
( ) 12.03
( ) 12.04
( ) 12.05
( ) 12.06
( ) 12.07
( ) 12.08
( ) 13.01
( ) 13.02
( ) 14.01
( ) 14.04
( ) 15.02
( ) 16.01
( ) 17.01
( ) 17.02
( ) 18.01
( ) 18.02

### Food Assembler, Kitchen
### 319.484.010

( ) 1.01
( ) 1.02
( ) 1.03
( ) 1.04
( ) 2.01
( ) 2.02
( ) 2.03
( ) 3.01
( ) 3.02
( ) 3.03
( ) 3.04
( ) 3.05
( ) 3.06
( ) 3.07
( ) 3.08
( ) 3.09
( ) 3.10
( ) 4.01
( ) 4.02
( ) 4.03
( ) 5.01
( ) 5.02
( ) 5.04
( ) 5.05
( ) 5.06
( ) 7.01
( ) 17.01
( ) 17.02

### Cook, Short Order
### 313.361-022

( ) 1.01
( ) 1.02
( ) 1.03
( ) 1.04
( ) 2.01
( ) 2.02
( ) 2.03
( ) 3.01
( ) 3.02
( ) 3.03
( ) 3.04
( ) 3.05
( ) 3.06
( ) 3.07
( ) 3.08
( ) 3.09
( ) 3.10
( ) 4.01
( ) 4.02
( ) 4.03
( ) 5.01
( ) 5.02
( ) 5.04
( ) 5.05
( ) 5.06
( ) 6.01
( ) 6.02
( ) 6.03
( ) 6.04
( ) 6.05
( ) 6.06
( ) 6.07
( ) 6.08
( ) 6.09
( ) 7.01
( ) 8.01
( ) 8.02
( ) 8.03
( ) 8.04
( ) 8.05
( ) 8.06
( ) 9.01
( ) 9.02
( ) 9.03
( ) 10.01
( ) 10.02
( ) 10.03
( ) 10.04
( ) 11.01
( ) 11.02
( ) 11.03
( ) 11.04
( ) 11.05
( ) 11.06
( ) 11.07
( ) 11.08
( ) 11.09
( ) 11.10
( ) 11.11
( ) 11.12
( ) 12.01
( ) 12.02
( ) 12.03
( ) 12.04
( ) 12.05
( ) 12.06
( ) 12.07
( ) 12.08
( ) 15.01
( ) 15.02
( ) 16.01
( ) 17.02
( ) 18.02
( ) 19.01

### Host/Hostess, Restaurant
### 310.137-010

( ) 1.01
( ) 1.02
( ) 1.03
( ) 1.04
( ) 2.01
( ) 2.02
( ) 2.03
( ) 3.01
( ) 3.02
( ) 3.03
( ) 3.04
( ) 3.05
( ) 3.06
( ) 3.07
( ) 3.08
( ) 3.09
( ) 3.10
( ) 5.01
( ) 5.02
( ) 5.05
( ) 20.01
( ) 21.01
( ) 21.02
( ) 22.02

### Cook
### 313.361.014

( ) 1.01
( ) 1.02
( ) 1.03
( ) 1.04
( ) 2.01
( ) 2.02
( ) 2.03
( ) 3.01
( ) 3.02
( ) 3.03
( ) 3.04
( ) 3.05
( ) 3.06
( ) 3.07
( ) 3.08
( ) 3.09
( ) 3.10
( ) 4.01
( ) 4.02
( ) 4.03
( ) 5.01
( ) 5.02
( ) 5.03
( ) 5.04
( ) 5.05
( ) 5.06
( ) 6.01
( ) 6.02
( ) 6.03
( ) 6.04
( ) 6.05
( ) 6.06
( ) 6.07
( ) 6.08
( ) 6.09
( ) 7.01
( ) 8.01
( ) 8.02
( ) 8.03
( ) 8.04
( ) 8.05
( ) 8.06
( ) 9.01
( ) 9.02
( ) 9.03
( ) 10.01
( ) 10.02
( ) 10.03
( ) 10.04
( ) 11.01
( ) 11.02
( ) 11.03
( ) 11.04
( ) 11.05
( ) 11.06
( ) 11.07
( ) 11.08
( ) 11.09
( ) 11.10
( ) 11.11
( ) 11.12
( ) 12.01
( ) 12.02
( ) 12.03
( ) 12.04
( ) 12.05
( ) 12.06
( ) 12.07
( ) 12.08
( ) 13.01
( ) 13.02
( ) 14.01
( ) 14.02
( ) 14.03
( ) 14.04
( ) 15.01
( ) 15.02
( ) 16.01
( ) 16.02
( ) 16.03
( ) 17.01
( ) 17.02
( ) 18.01
( ) 18.02
( ) 19.01
( ) 20.01
( ) 21.01
( ) 21.02
( ) 22.01
( ) 22.02
( ) 22.03
( ) 22.04

## CERTIFICATE OF COMPETENCY

This is to Certify that

Carla Jean Fitzpatrick

SAMPLE

Clarke Central High School

has successfully mastered the competencies required to perform the job of

HOSTESS

Peggy Moody

June 8, 1981

The student named on this certificate has demonstrated mastery of the following tasks required to perform the job of Restaurant Host or Hostess.

## HOST/HOSTESS, RESTAURANT
(D.O.T. 310.137-010)

### Personal Hygiene and Sanitation

Understanding prescribed personal hygiene
Identifying and controlling microorganisms that cause contamination and illness
Identifying common pests and pest prevention procedures
Cleaning and sanitizing

### Safety

Creating a safe working environment
Following fire safety procedures
Identifying first aid procedures

### Tools and Equipment

Identifying, selecting and using small tools and utensils
Selecting, using and caring for knives
Using food cutting equipment
Using food steaming equipment
Using food mixing equipment
Using and caring for surface cooking equipment
Using and cleaning deep fat frying equipment
Using and caring for toasters
Using and caring for ovens
Using and caring for serving and holding equipment

### Nutrition

Understanding the fundamentals of nutrition
Developing a nutritionally complete diet
Preserving the nutritional value of foods

### Beverages

Preparing, serving and dispensing beverages

### Service Personnel

Arranging dining area for service
Serving customers

### Management

Directing personnel and controlling production

# CERTIFICATE OF COMPETENCY

This is to Certify that

______________________________________________

of

______________________________________________

has successfully mastered the competencies required to perform the job of

DINING ROOM ATTENDANT

____________________________

_______________

The student named on this certificate has demonstrated mastery of the following tasks required to perform the job of Dining Room Attendant.

## DINING ROOM ATTENDANT
(D.O.T. 311.677-018)

### Personal Hygiene and Sanitation

Understanding prescribed personal hygiene
Identifying and controlling microorganisms that cause contamination and illness
Identifying common pests and pest prevention procedures
Cleaning and sanitizing
Following sanitary waste disposal procedures
Washing dishes and utensils
Cleaning and sanitizing food preparation, food service and food storage areas

### Safety

Creating a safe working environment
Following fire safety procedures
Identify first aid procedures

### Nutrition

Understanding the fundamentals of nutrition
Developing a nutritionally complete diet
Understanding the nutrient labels on processed foods

### Service Personnel

Arranging dining area for service
Serving customers

# *CERTIFICATE OF COMPETENCY*

This is to Certify that

______________________________

of

______________________________

has successfully mastered the competencies required to perform the job of

COUNTER ATTENDANT, CAFETERIA

______________________________

______________

The student named on this certificate has demonstrated mastery of the following tasks required to perform the job of Cafeteria Counter Attendant.

## COUNTER ATTENDANT, CAFETERIA
(D.O.T. 311.677-014)

### Personal Hygiene and Sanitation

Understanding prescribed personal hygiene
Identifying and controlling microorgamisms that cause contamination and illness
Identifying common pests and pest prevention procedures
Cleaning and sanitizing
Following sanitary waste disposal procedures
Washing dishes and utensils
Cleaning and sanitizing food preparation, food service and food storage areas

### Safety

Creating a safe working environment
Following fire safety procedures
Identifying first aid procedures

### Tools and Equipment

Identifying, selecting and using small tools and utensils
Selecting, using and caring for knives
Using food cutting equipment
Using food steaming equipment
Using food mixing equipment
Using and caring for surface cooking equipment
Using and cleaning deep fat frying equipment
Using and caring for toasters
Using and caring for ovens
Using and caring for serving and holding equipment

### Weights, Measures and Recipes

Demonstrating weighing and measuring techniques and procedures
Following recipes

### Nutrition

Understanding the fundamentals of nutrition
Developing a nutritionally complete diet
Understanding the nutrient labels of processed foods

### Functions of Basic Ingredients

Using seasonings

### Cooking Methods and Preparation

Identifying the basic methods of heating foods

### Meats, Poultry, Fish and Shellfish

Identifying principles of meat, poultry and seafood cookery
Identifying characteristics of meats important for food preparation tasks
Identifying cuts of meat animals
Identifying characteristics of poultry important for food preparation tasks
Identifying characteristics of fish and shellfish important for food preparation tasks

### Salads and Salad Dressings

Preparing salads

### Appetizers and Garnishes

Preparing garnishes

### Sandwich Preparation

Preparing sandwiches

### Beverages

Preparing, serving and dispensing beverages

### Service Personnel

Arranging dining area for service
Serving customers

# CERTIFICATE OF COMPETENCY

This is to Certify that

_______________________________________________

of

_______________________________________________

has successfully mastered the competencies required to perform the job of

WAITER/WAITRESS, INFORMAL

_______________________________

_______________

The student named on this certificate has demonstrated mastery of the following tasks required to perform the job of Informal Waiter or Waitress.

## WAITER/WAITRESS, INFORMAL
(D.O.T. 311.477-010)

### Personal Hygiene and Sanitation

Understanding prescribed personal hygiene
Identifying and controlling microorganisms that cause contamination and illness
Identifying common pests and pest prevention procedure
Cleaning and sanitizing
Following sanitary waste disposal procedures
Washing dishes and utensils
Cleaning and sanitizing food preparation, food service and food storage areas

### Safety

Creating a safe working environment
Following fire safety procedures
Identifying first aid procedures

### Nutrition

Understanding the fundamentals of nutrition
Developing a nutritionally complete diet
Identifying special nutritional diets
Understanding the nutrient labels of processed foods

### Salads and Salad Dressings

Preparing salads
Preparing salad dressings

### Appetizers and Garnishes

Preparing appetizers
Preparing garnishes

### Beverages

Preparing, serving and dispensing beverages

### Service Personnel

Arranging dining area for service
Serving customers

# *CERTIFICATE OF COMPETENCY*

This is to Certify that

________________________________________

of

________________________________________

has successfully mastered the competencies required to perform the job of

WAITER/WAITRESS, FORMAL

________________________

______________

The student named on this certificate has demonstrated mastery of the following tasks required to perform the job of Formal Waiter or Waitress.

## WAITER/WAITRESS, FORMAL
(D.O.T. 311.477-026)

### Personal Hygiene and Sanitation

Understanding prescribed personal hygiene
Identifying and controlling microorganisms that cause contamination and illness
Identifying common pests and pest prevention procedures
Cleaning and sanitizing
Following sanitary waste disposal procedures
Washing dishes and utensils
Cleaning and sanitizing food preparation, food service and food storage areas

### Safety

Creating a safe working environment
Following fire safety procedures
Identifying first aid procedures

### Nutrition

Understanding the fundamentals of nutrition
Developing a nutritionally complete diet
Identifying special nutritional diets
Understanding the nutrient labels of processed foods

### Salads and Salad Dressings

Preparing salads
Preparing salad dressings

### Appetizers and Garnishes

Preparing appetizers
Preparing garnishes

### Beverages

Preparing, serving and dispensing beverages

### Service Personnel

Arranging dining area for service
Serving customers

# CERTIFICATE OF COMPETENCY

This is to Certify that

of

has successfully mastered the competencies required to perform the job of

KITCHEN HELPER

The student named on this certificate has demonstrated mastery of the following tasks required to perform the job of Kitchen Helper.

## KITCHEN HELPER
(D.O.T. 318.687-010)

### Personal Hygiene and Sanitation

Understanding prescribed personal hygiene
Identifying and controlling microorganisms that cause contamination and illness
Identifying common pests and pest prevention procedures
Cleaning and sanitizing
Following sanitary waste disposal procedures
Washing dishes and utensils
Cleaning and sanitizing food preparation, food service and food storage areas

### Safety

Creating a safe working environment
Following fire safety procedures
Identifying first aid procedures

### Tools and Equipment

Identifying, selecting and using small tools and utensils
Selecting, using and caring for knives
Using food cutting equipment
Using food steaming equipment
Using food mixing equipment
Using and caring for surface cooking equipment
Using and cleaning deep fat frying equipment
Using and caring for toasters
Using and caring for ovens
Using and caring for serving and holding equipment

### Weights, Measures and Recipes

Demonstrating weighing and measuring techniques and procedures
Following recipes
Calculating recipe adjustments

### Nutrition

Understanding the fundamentals of nutrition
Developing a nutritionally complete diet
Preserving the nutritional value of foods
Understanding the nutrient labels of processed foods

### Functions of Basic Ingredients

Identifying the functions of basic ingredients used in baking
Using leavening agents
Using fats
Using sugar
Using eggs
Using milk and milk products
Using starches and thickening agents
Using seasonings
Using nuts

### Cooking Methods and Preparation

Identifying the basic methods of heating foods

### Appetizers and Garnishes

Preparing garnishes

# CERTIFICATE OF COMPETENCY

This is to Certify that

of

has successfully mastered the competencies required to perform the job of

BAKER HELPER

The student named on this certificate has demonstrated mastery of the following tasks required to perform the job of Baker's Helper.

## BAKER HELPER
(D.O.T. 313.684-010)

### Personal Hygiene and Sanitation

Understanding prescribed personal hygiene
Identifying and controlling microorganisms that cause contamination and illness
Identifying common pests and pest prevention procedures
Cleaning and sanitizing
Following sanitary waste disposal procedures
Washing dishes and utensils
Cleaning and sanitizing food preparation, food service and food storage areas

### Safety

Creating a safe working environment
Following fire safety procedures
Identifying first aid procedures

### Tools and Equipment

Identifying, selecting and using small tools and utensils
Selecting, using and caring for knives
Using food cutting equipment
Using food steaming equipment
Using food mixing equipment
Using and caring for surface cooking equipment
Using and cleaning deep fat frying equipment
Using and caring for toasters
Using and caring for ovens
Using and caring for serving and holding equipment

### Weights, Measures and Recipes

Demonstrating weighing and measuring techniques and procedures
Following recipes
Calculating recipe adjustments

### Nutrition

Understanding the fundamentals of nutrition
Developing a nutritionally complete diet
Preserving the nutritional value of foods
Understanding the nutrient labels of processed foods

### Functions of Basic Ingredients

Identifying the functions of basic ingredients used in baking
Using leavening agents
Using fats
Using sugar
Using eggs
Using milk and milk products
Using starches and thickening agents
Using seasonings
Using nuts

### Cooking Methods and Preparation

Identifying the basic methods of heating foods

### Breads

Preparing quick breads
Preparing basic yeast bread products
Preparing sweet dough products
Preparing breakfast breads and quick breads
Preparing crepes (French pancakes)
Preparing cream puffs and eclairs

### Pie Doughs and Fillings

Preparing pie crusts
Assembling and baking pies with fruit fillings
Assembling and baking pies with non-fruit fillings

### Cakes, Icings and Cookies

Preparing cakes
Preparing icings
Icing and decorating cakes
Preparing cookies

### Vegetables and Fruits

Cooking fruits

### Sauces and Gravy

Preparing dessert or sweet sauces

### Special Desserts

Preparing pudding, custard and souffle desserts
Preparing puff pastries

# CERTIFICATE OF COMPETENCY

This is to Certify that

______________________________

of

______________________________

has successfully mastered the competencies required to perform the job of

COOK HELPER

______________________________

______________________________

The student named on this certificate has demonstrated mastery of the following tasks required to perform the job of Cook's Helper.

## COOK HELPER
(D.O.T. 317.687-010)

### Personal Hygiene and Sanitation

Understanding prescribed personal hygiene
Identifying and controlling microorganisms that cause contamination and illness
Identifying common pests and pest prevention procedures
Cleaning and sanitizing
Following sanitary waste disposal procedures
Washing dishes and utensils
Cleaning and sanitizing food preparation, food service and food storage areas

### Safety

Creating a safe working environment
Following fire safety procedures
Identifying first aid procedures

### Tools and Equipment

Identifying, selecting and using small tools and utensils
Selecting, using and caring for knives
Using food cutting equipment
Using food steaming equipment
Using food mixing equipment
Using and caring for surface cooking equipment
Using and cleaning deep fat frying equipment
Using and caring for toasters
Using and caring for ovens
Using and caring for serving and holding equipment

### Weights, Measures and Recipes

Demonstrating weighing and measuring techniques and procedures
Following recipes
Calculating recipe adjustments

### Nutrition

Understanding the fundamentals of nutrition
Developing a nutritionally complete diet
Identifying special nutritional diets
Preserving the nutritional value of foods
Understanding the nutrient labels of processed foods

### Functions of Basic Ingredients

Identifying the functions of basic ingredients used in baking
Using leavening agents
Using fats
Using sugar
Using eggs
Using milk and milk products
Using starches and thickening agents
Using seasonings
Using nuts

### Cooking Methods and Preparation

Identifying the basic methods of heating foods

### Cakes, Icings and Cookies

Preparing cookies

### Meats, Poultry, Fish and Shellfish

Identifying principles of meat, poultry and seafood cookery
Identifying characteristics of meats important for food preparation tasks
Identifying cuts of meat animals
Identifying characteristics of poultry important for food preparation tasks
Identifying characteristics of fish and shellfish important for food preparation tasks
Tenderizing meats
Roasting and baking meats, poultry and fish
Broiling and pan broiling meats, poultry and fish
Cooking meats, poultry, fish and shellfish by moist heat methods
Cooking meats, poultry, fish and shellfish in a fat medium
Preparing breakfast eggs
Preparing casseroles

### Vegetables and Fruits

Selecting and preparing fresh fruits and vegetables
Identifying the principles of vegetable cookery
Baking vegetables
Steaming fresh and frozen vegetables
Boiling fresh and frozen vegetables
Frying vegetables
Preparing and cooking dried legumes
Cooking fruits

### Stocks and Soups

Preparing stocks
Preparing soups

### Sauces and Gravy

Preparing basic sauces
Preparing gravy

### Starchy/Rich Food Products

Preparing stuffing

### Special Desserts

Preparing pudding, custard and souffle desserts

### Salads and Salad Dressings

Preparing salads
Preparing salad dressings

### Appetizers and Garnishes

Preparing appetizers
Preparing garnishes

# CERTIFICATE OF COMPETENCY

This is to Certify that

________________________________________

of

________________________________________

has successfully mastered the competencies required to perform the job of

FOOD ASSEMBLER, KITCHEN

__________________________

________________

The student named on this certificate has demonstrated mastery of the following tasks required to perform the job of Kitchen Food Assembler.

## FOOD ASSEMBLER, KITCHEN
(D.O.T. 319.484-010)

### Personal Hygiene and Sanitation

Understanding prescribed personal hygiene
Identifying and controlling microorganisms that cause contamination and illness
Identifying common pests and pest prevention procedures
Cleaning and sanitizing

### Safety

Creating a safe working environment
Following fire safety procedures
Identifying first aid procedures

### Tools and Equipment

Identifying, selecting and using small tools and utensils
Selecting, using and caring for knives
Using food cutting equipment
Using food steaming equipment
Using food mixing equipment
Using and caring for surface cooking equipment
Using and cleaning deep fat frying equipment
Using and caring for toasters
Using and caring for ovens
Using and caring for serving and holding equipment

### Weights, Measures and Recipes

Demonstrating weighing and measuring techniques and procedures
Following recipes
Calculating recipe adjustments

### Nutrition

Understanding the fundamentals of nutrition
Developing a nutritionally complete diet
Identifying special nutritional diets
Preserving the nutritional value of foods
Understanding the nutrient labels of processed foods

### Cooking Methods and Preparation

Identifying the basic methods of heating foods

### Salads and Salad Dressings

Preparing salads
Preparing salad dressings

# CERTIFICATE OF COMPETENCY

This is to Certify that

______________________________

of

______________________________

has successfully mastered the competencies required to perform the job of

COOK, SHORT ORDER

______________________________

______________________________

The student named on this certificate has demonstrated mastery of the following tasks required to perform the job of Short Order Cook.

## COOK, SHORT ORDER
## (D.O.T. 313.361-022)

### Personal Hygiene and Sanitation

Understanding prescribed personal hygiene
Identifying and controlling microorganisms that cause contamination and illness
Identifying common pests and pest prevention procedures
Cleaning and sanitizing

### Safety

Creating a safe working environment
Following fire safety procedures
Identifying first aid procedures

### Tools and Equipment

Identifying, selecting and using small tools and utensils
Selecting, using and caring for knives
Using food cutting equipment
Using food steaming equipment
Using food mixing equipment
Using and caring for surface cooking equipment
Using and cleaning deep fat frying equipment
Using and caring for toasters
Using and caring for ovens
Using and caring for serving and holding equipment

### Weights, Measures and Recipes

Demonstrating weighing and measuring techniques and procedures
Following recipes
Calculating recipe adjustments

### Nutrition

Understanding fundamentals of nutrition
Developing a nutritionally complete diet
Identifying special nutritional diets
Preserving the nutritional value of foods
Understanding the nutrient labels of processed foods

### Functions of Basic Ingredients

Identifying the functions of basic ingredients used in baking
Using leavening agents
Using fats
Using sugar
Using eggs
Using milk and milk products
Using starches and thickening agents
Using seasonings
Using nuts

### Cooking Methods and Preparation

Identifying the basic methods of heating foods

### Breads

Preparing quick breads
Preparing basic yeast bread products
Preparing sweet dough products
Preparing breakfast breads and quick breads
Preparing crepes (French pancakes)
Preparing cream puffs and eclairs

### Pie Doughs and Fillings

Preparing pie crusts
Assembling and baking pies with fruit fillings
Assembling and taking pies with nonfruit fillings

### Cakes, Icings and Cookies

Preparing cakes
Preparing icings
Icing and decorating cakes
Preparing cookies

### Meats, Poultry, Fish and Shellfish

Identifying principles of meat, poultry and seafood cookery
Identifying characteristics of meats important for food preparation tasks
Identifying cuts of meat animals
Identifying characteristics of poultry important for food preparation tasks
Identifying characteristics of fish and shellfish important for food preparation tasks
Tenderizing meats
Roasting and baking meats, poultry and fish
Broiling and pan broiling meats, poultry and fish
Cooking meats, poultry, fish and shellfish by moist heat methods
Cooking meats, poultry, fish and shellfish in a fat medium
Preparing breakfast eggs
Preparing casseroles

### Vegetables and Fruits

Selecting and preparing fresh fruits and vegetables
Identifying the principles of vegetable cookery
Baking vegetables
Steaming fresh and frozen vegetables
Boiling fresh and frozen vegetables
Frying vegetables
Preparing and cooking dried legumes
Cooking fruits

### Starchy/Rich Food Products

Preparing cereals and pastas
Preparing stuffing

### Special Desserts

Preparing pudding, custard and souffle desserts

### Salads and Salad Dressings

Preparing salad dressings

### Appetizers and Garnishes

Preparing garnishes

### Sandwich Preparation

Preparing sandwiches

# CERTIFICATE OF COMPETENCY

This is to Certify that

________________________________________

of

________________________________________

has successfully mastered the competencies required to perform the job of

HOST/HOSTESS, RESTAURANT

________________________

______________

The student named on this certificate has demonstrated mastery of the following tasks required to perform the job of Restaurant Host or Hostess.

## HOST/HOSTESS, RESTAURANT
(D.O.T. 310.137-010)

### Personal Hygiene and Sanitation

Understanding prescribed personal hygiene
Identifying and controlling microorganisms that cause contamination and illness
Identifying common pests and pest prevention procedures
Cleaning and sanitizing

### Safety

Creating a safe working environment
Following fire safety procedures
Identifying first aid procedures

### Tools and Equipment

Identifying, selecting and using small tools and utensils
Selecting, using and caring for knives
Using food cutting equipment
Using food steaming equipment
Using food mixing equipment
Using and caring for surface cooking equipment
Using and cleaning deep fat frying equipment
Using and caring for toasters
Using and caring for ovens
Using and caring for serving and holding equipment

### Nutrition

Understanding the fundamentals of nutrition
Developing a nutritionally complete diet
Preserving the nutritional value of foods

### Beverages

Preparing, serving and dispensing beverages

### Service Personnel

Arranging dining area for service
Serving customers

### Management

Directing personnel and controlling production

# CERTIFICATE OF COMPETENCY

This is to Certify that

________________________________________

of

________________________________________

has successfully mastered the competencies required to perform the job of

COOK

________________________

______________

The student named on this certificate has demonstrated mastery of the following tasks required to perform the job of Cook.

## COOK
(D.O.T. 313.361-014)

### Personal Hygiene and Sanitation

Understanding prescribed personal hygiene
Identifying and controlling microorganisms that cause contamination and illness
Identifying common pests and pest prevention procedures
Cleaning and sanitizing

### Safety

Creating a safe working environment
Following fire safety procedures
Identifying first aid procedures

### Tools and Equipment

Identifying, selecting and using small tools and utensils
Selecting, using and caring for knives
Using food cutting equipment
Using food steaming equipment
Using food mixing equipment
Using and caring for surface cooking equipment
Using and cleaning deep fat frying equipment
Using and caring for toasters
Using and caring for ovens
Using and caring for serving and holding equipment

### Weights, Measures and Recipes

Demonstrating weighing and measuring techniques and procedures
Following recipes
Calculating recipe adjustments

### Nutrition

Understanding the fundamentals of nutrition
Developing a nutritionally complete diet
Planning nutritious meals
Identifying special nutritional diets
Preserving the nutritional value of foods
Understanding the nutrient labels of processed foods

### Functions of Basic Ingredients

Identifying the functions of basic ingredients used in baking
Using leavening agents
Using fats
Using sugar
Using eggs
Using milk and milk products
Using starches and thickening agents
Using seasonings
Using nuts

### Cooking Methods and Preparation

Identifying the basic methods of heating foods

### Breads

Preparing quick breads
Preparing basic yeast bread products
Preparing sweet dough products
Preparing breakfast breads and quick breads
Preparing crepes (French pancakes)
Preparing cream puffs and eclairs

### Pie Doughs and Fillings

Preparing pie crusts
Assembling and baking pies with fruit fillings
Assembling and baking pies with non-fruit fillings

### Cakes, Icings and Cookies

Preparing cakes
Preparing icings
Icing and decorating cakes
Preparing cookies

### Meats, Poultry, Fish and Shellfish

Identifying principles of meat, poultry and seafood cookery
Identifying characteristics of meats important for food preparation tasks
Identifying cuts of meat animals
Identifying characteristics of poultry important for food preparation tasks
Identifying characteristics of fish and shellfish important for food preparation tasks
Tenderizing meats
Roasting and baking meats, poultry and fish
Broiling and pan broiling meats, poultry and fish
Cooking meats, poultry, fish and shellfish by moist heat methods
Cooking meats, poultry, fish and shellfish in a fat medium
Preparing breakfast eggs
Preparing casseroles

### Vegetables and Fruits

Selecting and preparing fresh fruits and vegetables
Identifying the principles of vegetable cookery
Baking vegetables
Steaming fresh and frozen vegetables
Boiling fresh and frozen vegetables
Frying vegetables
Preparing and cooking dried legumes
Cooking fruits

### Stocks and Soups

Preparing stocks
Preparing soups

### Sauces and Gravy

Preparing basic sauces
Preparing vegetable sauces
Preparing dessert or sweet sauces
Preparing gravy

### Starchy/Rich Food Products

Preparing cereals and pastas
Preparing stuffing

### Special Desserts

Preparing pudding, custard and souffle desserts
Preparing ice cream desserts
Preparing puff pastries

### Salads and Salad Dressings

Preparing salads
Preparing salad dressings

### Appetizers and Garnishes

Preparing appetizers
Preparing garnishes

### Sandwich Preparation

Preparing sandwiches

### Beverages

Preparing, serving and dispensing beverages

### Service Personnel

Arranging dining area for service
Serving customers

### Management

Purchasing, receiving, storing and issuing food and supplies
Directing personnel and controlling production
Directing merchandising and public relations
Accounting and recordkeeping

# SECTION VIII

## SPECIAL NEEDS STUDENT

# WORKING WITH SPECIAL NEEDS STUDENTS

## Introduction

Special needs students are those who are designated as handicapped and/or disadvantaged. The 1976 vocational education amendment defines handicapped individuals as:

> Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, health impaired, or persons with other specific disabilities, who by reason thereof require special education and related services and who cannot succeed in the regular vocational education programs.

In Title II of the 1976 education amendments disadvantaged persons are defined as:

> Persons (other than handicapped persons) who have academic or economic disadvantages and who require special services, assistance or programs in order to enable them to succeed in vocational education programs.

Federal legislation requires that these special people be given an opportunity to function in a regular classroom. This section provides information on how special needs students are identified and how they can be mainstreamed into regular educational environments.

Figure One presents a model depicting various activities of the process in identifying and mainstreaming special needs students. These activities are conducted at three levels: the system level, the school level and the classroom level. All three levels must work together if implementation of the process is to be effective.

## Identification Of The Special Needs Student

Through a variety of pre-testing procedures, special needs students are identified and their potentials are evaluated at the

# SPECIAL NEEDS MAINSTREAMING MODEL

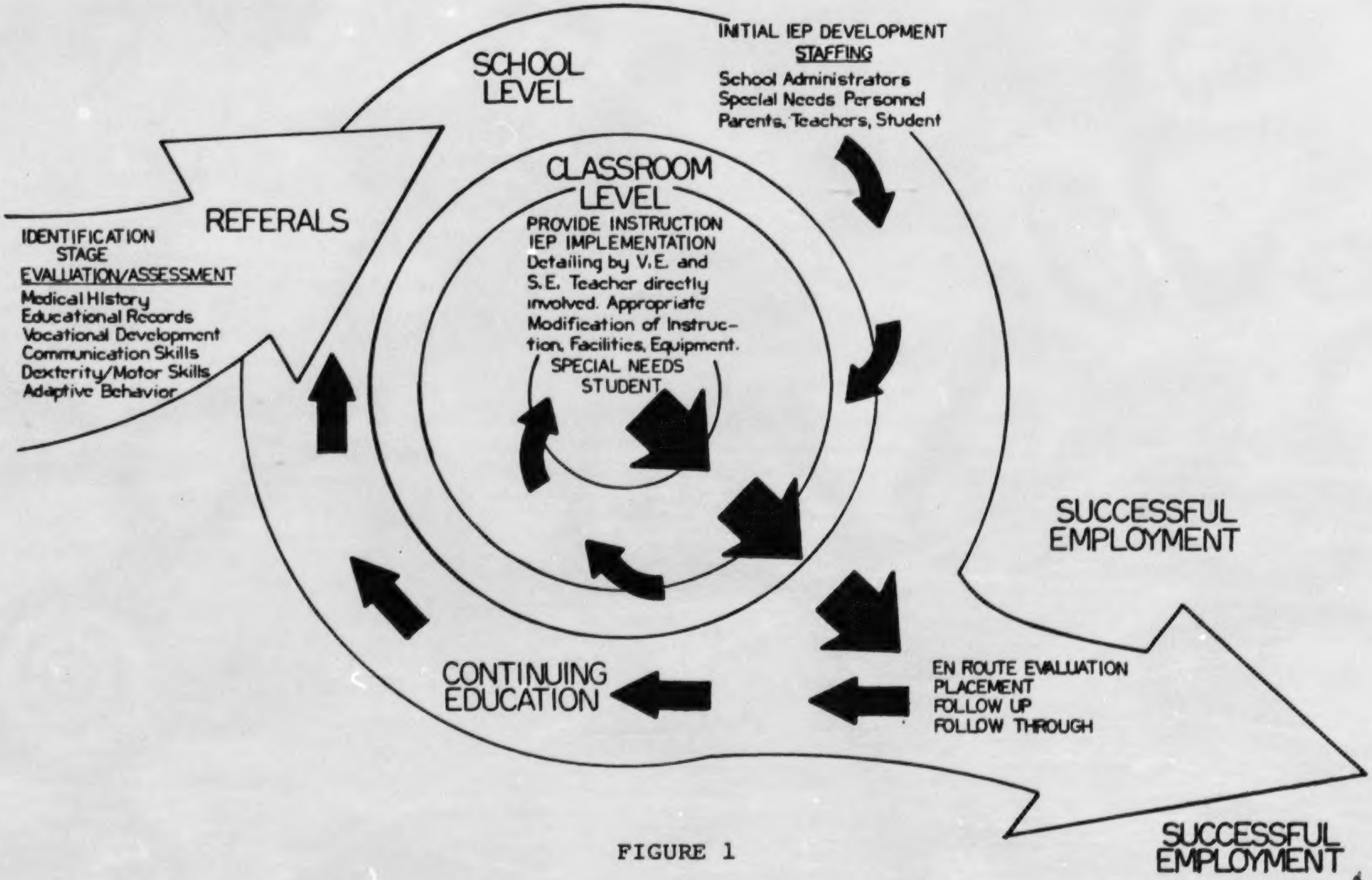

SCHOOL LEVEL
INITIAL IEP DEVELOPMENT
STAFFING
School Administrators
Special Needs Personnel
Parents, Teachers, Student
CLASSROOM LEVEL
REFERALS
IDENTIFICATION STAGE
EVALUATION/ASSESSMENT
Medical History
Educational Records
Vocational Development
Communication Skills
Dexterity/Motor Skills
Adaptive Behavior
PROVIDE INSTRUCTION
IEP IMPLEMENTATION
Detailing by V.E. and S.E. Teacher directly involved. Appropriate Modification of Instruction, Facilities, Equipment.
SPECIAL NEEDS STUDENT
SUCCESSFUL EMPLOYMENT
CONTINUING EDUCATION
EN ROUTE EVALUATION
PLACEMENT
FOLLOW UP
FOLLOW THROUGH
SUCCESSFUL EMPLOYMENT

FIGURE 1

system level. This evaluation process consists of collecting and assessing the following data for each student:

- -Medical History
- -Educational Records
- -Vocational Development
- -Communication Skills
- -Dexterity/Motor Skills
- -Adaptive Behavior

When this procedure has been completed, the system personnel refers the student to the appropriate school level personnel.

## Development of the Plan

At the school level, an Individual Education Plan (IEP) is developed for each special needs student. An IEP is a written plan which describes the educational objectives, both long and short term, and the support services for a special needs student. The plan is developed by the school administration, special education personnel, teacher(s) directly involved with the student and the parent(s). In some cases, the student may help with the development.

## Implementing the I.E.P.

The actual implementing of the I.E.P. begins at the classroom level. The purpose of the teacher dealing with the special needs student is to help the student set realistic goals, identify the barriers which make it difficult for the student to learn and adapt the curriculum and/or facilities with reference to the I.E.P. so the student can learn while overcoming personal barriers.

Special needs students have problems which hinder their learning. Therefore, a teacher's job becomes more complicated than when teaching "regular" students. Handicapped students may have a variety of problems - mental, physical and/or emotional.

Academically disadvantaged students may exhibit language deficiencies, reading and writing deficiencies, computational deficiencies and general educational deficiencies. Economically disadvantaged students may possess an inability to concentrate because their primary needs - food, shelter, clothing - are not adequately met due to lack of money.

By considering these problems, teachers can modify existing programs to accommodate the needs of special needs learners. Some suggestions which may prove beneficial in modifying an existing curriculum are listed below:

-Prepare instructional materials in greater detail and assign work in shorter units.

-Provide more frequent evaluation of student's progress and provide opportunities for remedial work.

-Be aware of the student's limited vocabulary.

-Be aware of the student's inability to understand abstractions and generalizations and prepare materials accordingly.

-Keep the student aware of his or her progress and make the student feel he or she can succeed.

-Use real teaching aids, live work and practical experiences whenever possible.

-Choose reading material which is at the student's level, interest and experience.

-Use constructive criticism only.

-Use peer instruction whenever possible.

-Allow the student to advance at his or her own pace.

-Use the part-to-whole learning concept in adapting materials.

## Materials Which Can Be Used to Teach Disadvantaged

In Georgia an effective set of materials has been developed to be used with a program to help disadvantaged students adjust to life and work situations. This program is called CVAE or Coordinated Vocational Academic Education. The CVAE program is organized with a coordinator who is responsible for the type of instruction the students receive, and a team of teachers assigned to the coordinator who work cooperatively to help the disadvantaged students learn to enjoy school and become more successful students. CVAE materials include visuals in the form of synchronized slide/tape presentations. These units are designed to help the disadvantaged student become more successful in school, learn good work habits, become an aware consumer, and develop a better self-image and appearance. (Although designed especially for disadvantaged students, CVAE may also be used in regular classroom situations). The vocational education teacher should work with the CVAE coordinator to design a program of study for the disadvantaged students in areas in which the student needs help.

In some cases, facilities, must be modified for handicapped special needs students. In general, as long as the classroom/shop meets federal guidelines for barrier free design, extensive facility changes need not be made. For visually impaired students, for example, let the student locate in the classroom where he or she can see best even to the point of moving the desk or work station as a portable unit. In the case of orthopedically handicapped, some changes may have to be made to shop machinery to allow the student to use it. This may involve more convenient controls or special seating where the student would normally stand. In making these changes, special education expertise would be helpful.

## Evaluation

Evaluation of the student's program should consist of:

- En-route evaluation (formative) to monitor the student's progress through the program.
- Summative evaluation upon completion of the program to determine job readiness.
- Follow-up after placement to determine if the student is successful on the job.
- Follow-through activities designed to identify any further training needed, which is indicated by the follow-up procedure.

Working with special needs students is much more demanding of the system, the school and the classroom teacher. However, with their patience and understanding, special needs students can not only succeed, but in many cases excell.

# RESOURCES

To aid the teacher in modifying materials for special needs categories, the following references are listed by category. These are suggested references only as a world of materials exist on this subject.

### Mentally Retarded

*A Curriculum Guide for Teachers of Educable Mentally Retarded*. Danville, Ill.: The Interstate Printers and Publishing Co., Inc.

High, Elizabeth C., and Moyers, Kathy L. *Training Manual: Developing Pre-Vocational/Vocational Skills in Developmentally Disabled Persons*. Washington, D.C.: Job Development Laboratory, George Washington University, 1976.

Kolstoe, Oliver P. *Teaching Educable Mentally Retarded Children*. Holt, Rinehart and Winston, 1976.

Mulligan, Robert E.; Gavin, Donald and Conaley, James. *Comprehensive Career Education Curriculum Guide for the Trainable*. New Brunswick, N.J.: Rutgers Vocational-Technical Curriculum Laboratory, 1977.

*Introduction to Vocations for Educable Mentally Retarded*. New Jersey: New Jersey Department of Education.

*State of Ohio Curriculum Guide for Moderately Retarded Learners*. Columbus, Ohio: Ohio Department of Education, 1977.

Tucker, Mark M. *Learning through Curriculum Modification; A Blueprint to Teaching the Mentally Retarded*. Johnstown, PA.: Mafex Associates, Inc., 1976.

Watson, Marjorie. *Mainstreaming the Educable Mentally Retarded*. Washington, D.C., NEA, 1975.

### Hearing Impaired

Alvin, Howard P. *The Evolution of an Evaluation Design for Evaluating Secondary Programs for the Deaf in Vocational Occupational-Technical Education (VOTE) Programs*. ERIC - ED 123-241.

*Guidelines: Educational Planning for the Hearing Handicapped*. North Carolina Public Schools. Division for Exceptional Children, North Carolina Department of Public Instruction, Raleigh, N.C., 1977.

Munson, Harold L.; Eglston, Judy Cobb and Phillips, Gordon B. Career Education for Deaf Students: An Inservice Leader's Guide. University of Rochester, College of Education, Center for the Study of Helping Services, Rochester, N.Y. 1975.

Nix, Gary W. Mainstreaming Education for Hearing Impaired Children and Youth. Grune and Stratton, 1976.

## Orthopedically and Other Health

A Model Plan for a Cooperative Vocational Rehabilitation Program. Office of Human Development, Rehabilitation Services and Administration. Department of Health, Education and Welfare, Washington, D.C.

Mallix, Kalisanker and Mueller, Jim. Vocational Aids and Enhanced Productivity of the Severely Disabled. The George Washington University Rehabilitation Research and Training Center, Washington, D.C. 1975.

McCarthy, Henry and Smart, Landon. Recommendations for Enhancing Employment Prospects of Handicapped Individuals. Comps. Human Resources Center, Albertson, L. I., 1978.

Duncan, John, et al. Environmental Modifications for the Visually Impaired: A Handbook. Visual Impairment and Blindness, December 1977, p. 442-455.

## Disadvantaged

Guidelines for Methods and Techniques of Teaching Disadvantaged Students. Division of Vocational Education, Virginia Polytechnic Institute and State University, Blackburg, VA.

A Handbook for Developing Programs and Services for Disadvantaged Students. Department of Vocational Education Studies, College of Education, Southern Illinois, University of Carbondale, Carbondale, Ill. 62901

## By Program

Adaption of Home Economics Curricula for Special Needs. North Dakota Research Coordination Unit, State Board for Vocational Education, State Office Building, Bismarck, ND.

Auto Body: An Adaptive and Developmental Program for Special Needs Students. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Floriculture Board of Cooperative Educational Services of Nassaw County, Division of Occupational Education, Division of Special Education, Westburg, NY 1975.

Grubb, Francine. *Basic Business* - A Teacher's Guide to an Employment Orientation Course for Special Needs Students. Vocational Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

*Home Economics and the Exceptional Student: A Handbook for Home Economics Teachers Working with Mentally Retarded Students*. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Troutman, Carol M. *Introduction to Office Occupations*. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1974.

*Working with the Handicapped in the Vocational Home Economics Classroom*. Division of Vocational Education, State of Ohio, Columbus, Ohio.

*Coordinated Vocational Education and Training (C.V.E.T.)* manuals for disadvantaged, available from: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.

| | | |
|---|---|---|
| -CVET Construction | 3100219 | Teacher's Guide |
| | 3100209 | Student |
| -CVET General Mechanics | 3100239 | Teacher's Guide |
| | 3100229 | Student |

## General Special Needs

*A Handbook for Modifying Vocational Curricula for Handicapped Students*. Wisconsin Vocational Studies Center, University of Wisconsin, Madison, May 1980.

Bottoms, J.E. and Scott, C.P. Supportive services for special student groups. In J.E. Wall (ed.), *Vocational Education for Special Groups*. Sixth Yearbook, Washington, D.C.: American Vocational Association, 1976.

Gill, Douglas H. and Scott, C. Paul. A practical model for mainstreaming handicapped learners in vocational education. *The Journal for Vocational Special Needs Education*, Vol. 1, No. 3, April, 1979, pp. 3-7.

Gugerty, J., et al. *Tools, Equipment and Machinery Adapted for the Vocational Educator and Employment of the Handicapped*. Project #498749006, Wisconsin Vocational Studies Center, Madison, Wisconsin, January 1981.

Hull, Marc E., Berry, Owen J. and Clark, Donald L. Procedures for Teaching Vocational Concepts to Students with Special Needs. Texas A & M University, Final Report Project 62350274, June 1976.

The Related Vocational Instruction Program. Georgia's Approach to Vocational Education for the Handicapped at the Secondary level, Douglas H. Gill, Project Coordinator, Vocational Programs for the Handicapped, Georgia Southern College, Statesboro, Georgia.

Vocational Educational Resource Materials, A Bibliography of Materials for Handicapped and Special Education. Third edition, 1978. Wisconsin Vocational Studies Center, University of Wisconsin - Madison.

# SECTION IX

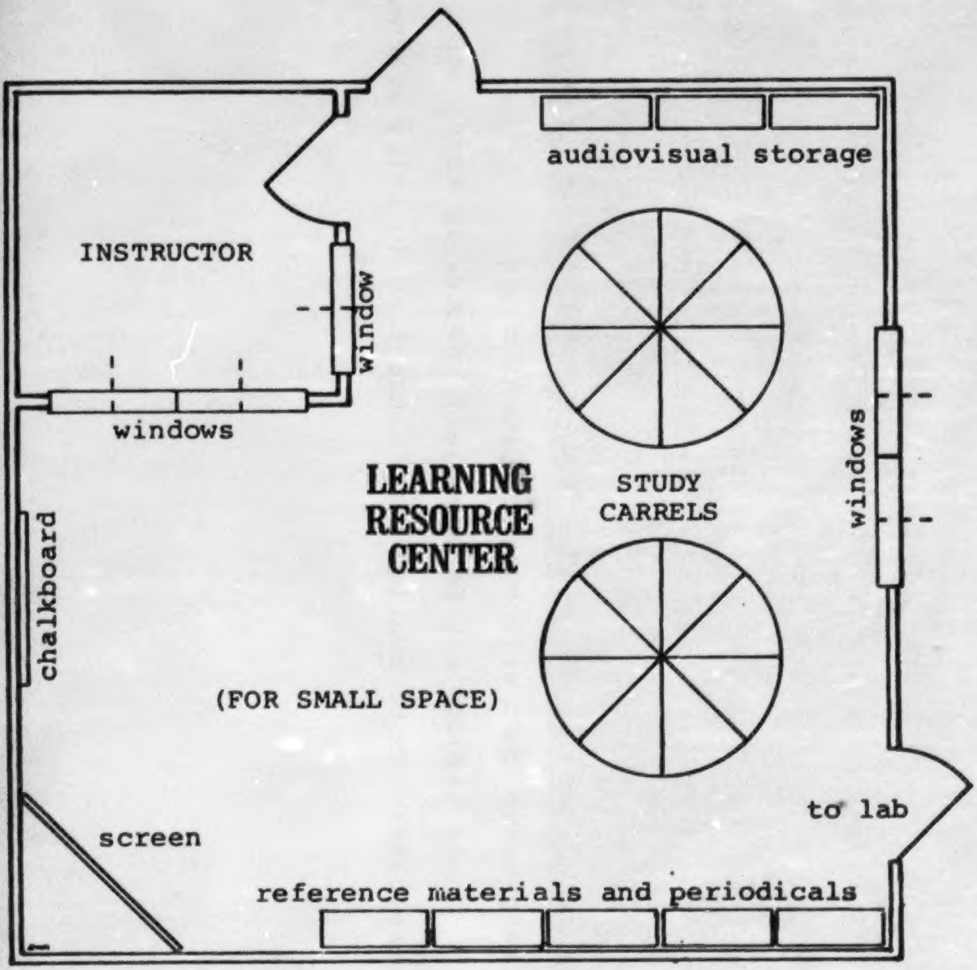
## FACILITY LAYOUT

## Facility Layout

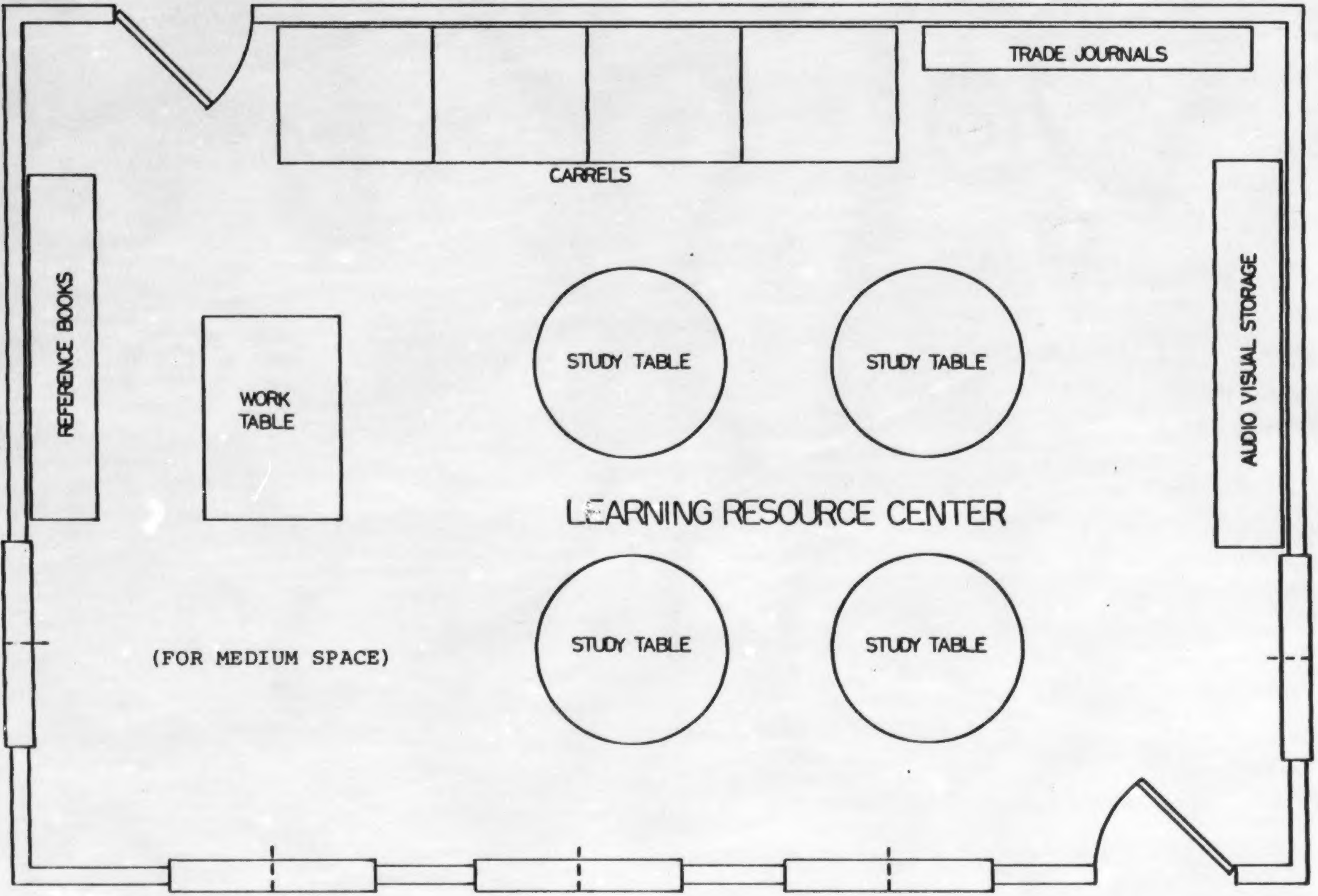
The facility layouts on the following pages are presented to aid in arranging the classroom and laboratory for efficient instruction. Three resouce center arrangements and two facility layouts are presented. The three resource center arrangements represent small, medium and large centers. Ultimately, the instructor must determine an arrangement that best fits the needs of the students and the instructional method being used.

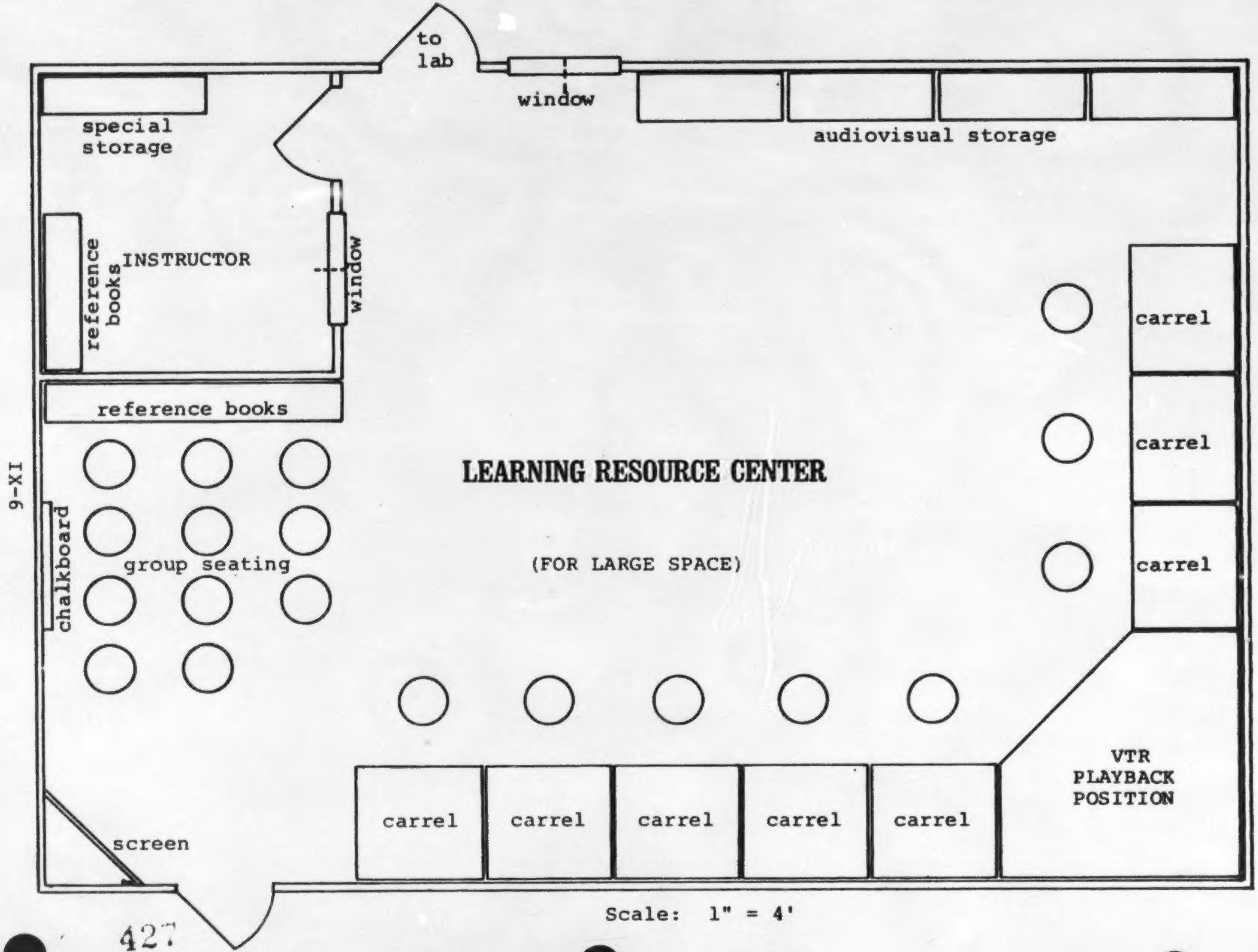
The laboratory facility layouts are ones recommended by the teachers who helped develop the Food Service program materials. Either facility is easily adaptable to a variety of arrangements that will best fit local needs.

These layouts may be especially useful in those schools where classroom renovation or construction is being planned.

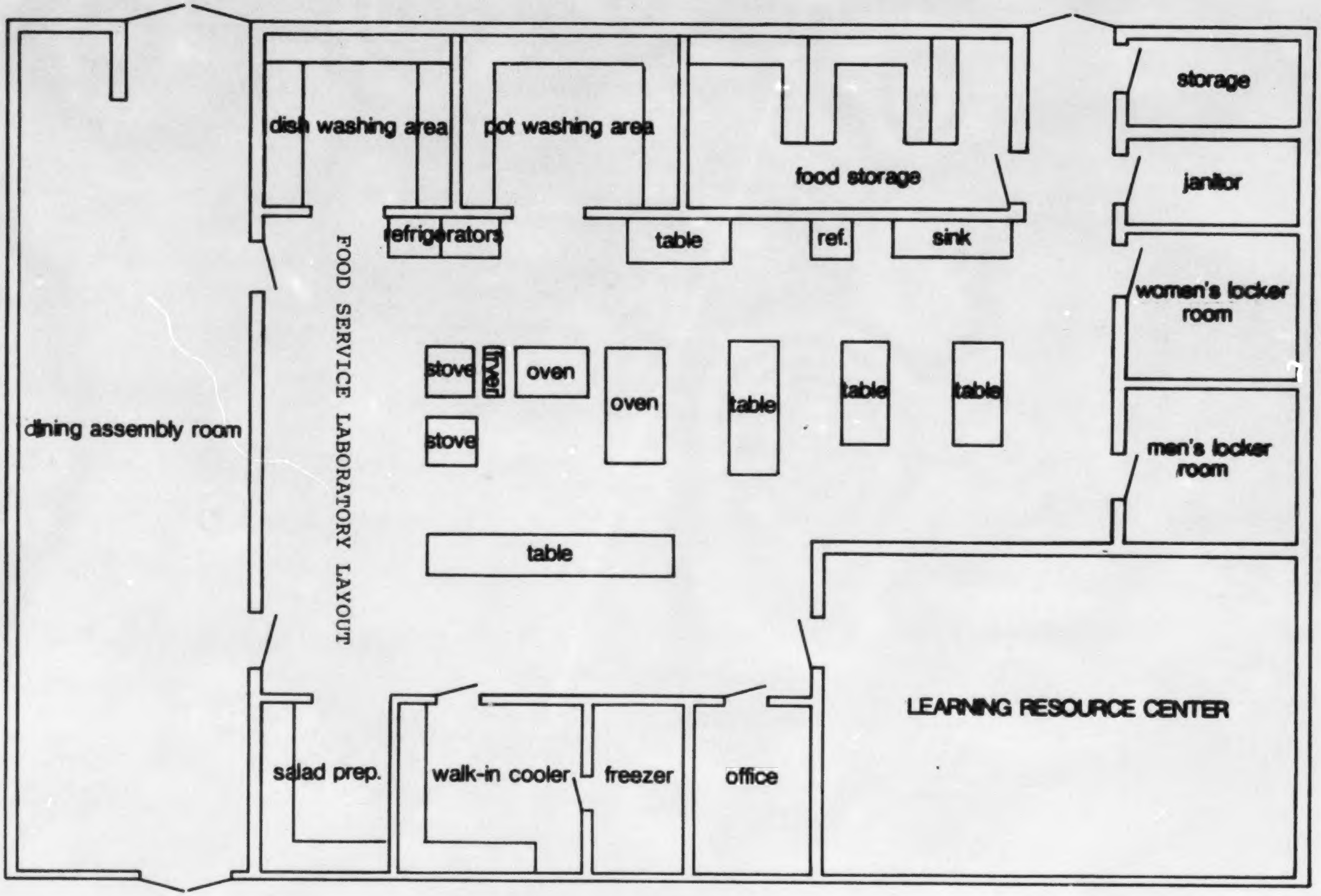

audiovisual storage
INSTRUCTOR
window
windows
LEARNING RESOURCE CENTER
STUDY CARRELS
windows
chalkboard
(FOR SMALL SPACE)
to lab
screen
reference materials and periodicals

Scale: 1" = 4'


TRADE JOURNALS
CARRELS
REFERENCE BOOKS
WORK TABLE
STUDY TABLE
STUDY TABLE
AUDIO VISUAL STORAGE
LEARNING RESOURCE CENTER
(FOR MEDIUM SPACE)
STUDY TABLE
STUDY TABLE

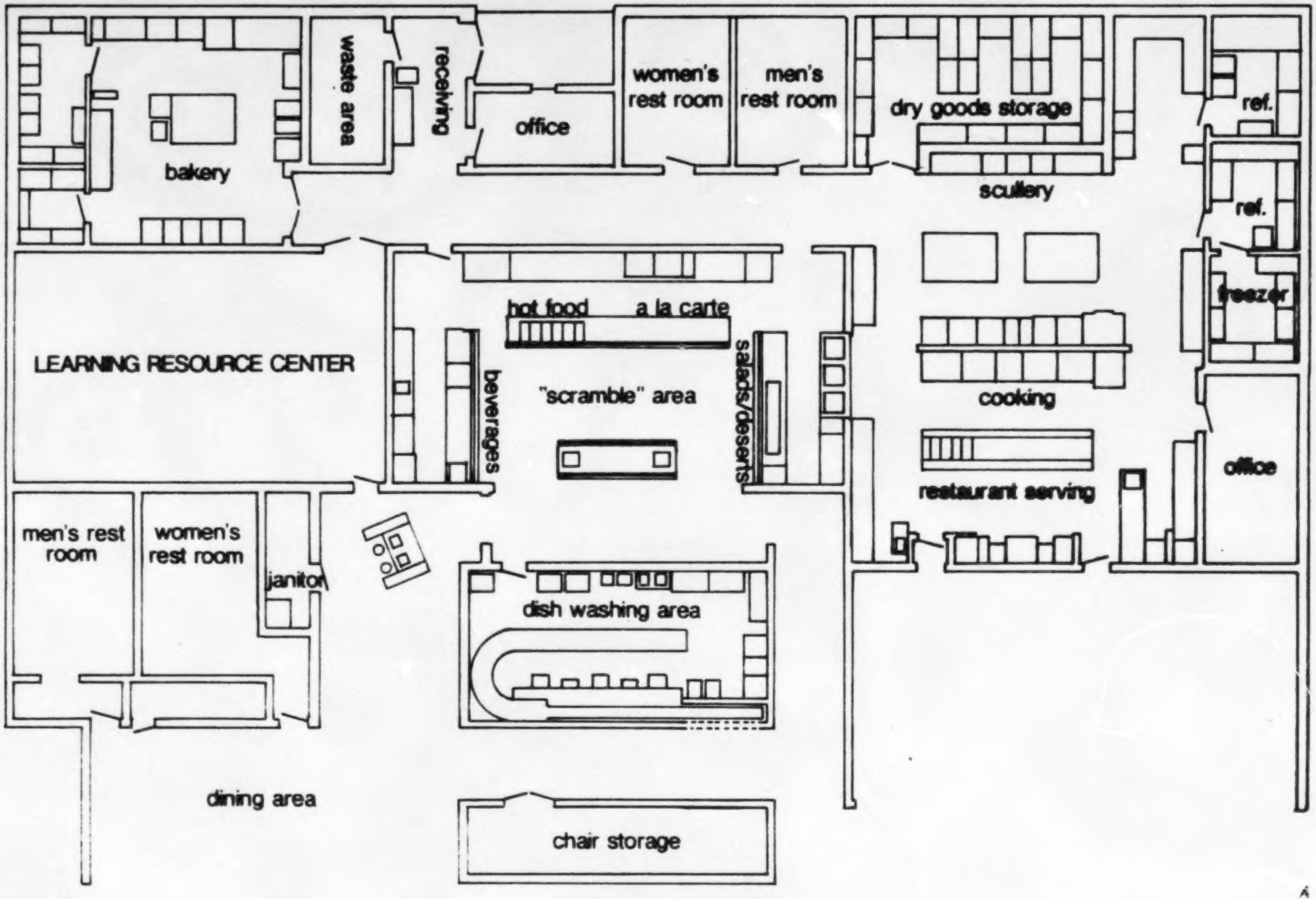

to lab
window
special storage
audiovisual storage
reference books
INSTRUCTOR
window
reference books
LEARNING RESOURCE CENTER
carrel
carrel
chalkboard
group seating
(FOR LARGE SPACE)
carrel
VTR PLAYBACK POSITION
screen
carrel
carrel
carrel
carrel
carrel

Scale: 1" = 4'



FOOD SERVICE LABORATORY LAYOUT

dish washing area
pot washing area
food storage
storage
janitor
refrigerators
table
ref.
sink
women's locker room
stove
fryer
oven
oven
table
table
table
dining assembly room
stove
men's locker room
table
LEARNING RESOURCE CENTER
salad prep.
walk-in cooler
freezer
office


waste area
receiving
office
women's rest room
men's rest room
dry goods storage
ref.
bakery
scullery
ref.
LEARNING RESOURCE CENTER
hot food
a la carte
freezer
beverages
"scramble" area
salads/deserts
cooking
office
restaurant serving
men's rest room
women's rest room
janitor
dish washing area
dining area
chair storage

FOOD SERVICE LABORATORY LAYOUT

# SECTION X

## DEFINITION OF TERMS

# DEFINITION OF TERMS

1. AV's-Audiovisuals - May refer to any picture and/or sound media. (ie. slides, tapes, filmstrips, 16 mm films, etc.)

2. Checkpoint - A student-instructor interface point wherein the instructor may give the student a test, perform a demonstration, or simply provide the student with additional needed information or instructions. Also a checkpoint may be used for motivational purposes.

3. Competency - The ability (knowledge, skills and attitudes) to perform all of a group or cluster of related tasks required to complete a designated activity according to occupational standards. In the educational setting the statement of a competency includes expected student outcomes in terms of knowledge, skills, and attitudes required to complete a designated activity as defined by incumbent workers according to the standards of the work place.

4. Course - A grouping of tasks and competencies which have a common knowledge base or are within a given domain.

5. Criterion-Referenced Measure - An exercise based upon a performance objective, the accomplishment of which measures attainment of that objective.

6. Criterion-Referenced Test - A test designed to measure student competencies based on job or industrial standards.

7. Curriculum Guide - A document containing the objectives, content, organization, and structure of an instructional program. It is designed for use by administrators, instructional supervisors and teachers.

8. D.O.T. - Abbreviation for Dictionary of Occupational Titles. Document provides nine digit codes identifying each occupation.

9. Duty - One of the distinct major activities involved in the work performed, comprising related tasks.

10. Exit Point - A predetermined point within an instructional program in which a student may exit with the essential competencies for a specific job. Usually defined in terms of D.O.T. codes and/or O.E. codes.

11. "Hands-On" - Statement implying the student is physically involved in a learning activity.

12. Individualized Instruction (I.I.) - A system of instruction allowing for a student to progress at their fastest rate.

13. Job - A specific area of specialization within an occupational field consisting of several closely related duties for which a person would expect to receive remuneration. Should be identified by DOT code.

14. Job Sheet - (Or Operations Sheet) - A project of a performance nature. Generally performed by the student in a lab or shop type environment or in a specialized work area.

15. Live Work - Generally refers to items brought into the course area for repair or adjustment. Examples of live work might be automobiles, radios and TV's, air-conditioners, etc. Another form of live work would be patrons visiting the cosmetology department to receive permanents or other services.

16. Master Copies - Original copies of slides, tapes or written materials set aside for the purpose of duplication.

17. Occupational Cluster - A group of occupations sharing a common core of competencies. Georgia's comprehensive high school vocational program is organized around this concept.

18. Occupational Inventory - A listing of tasks to be performed in a particular occupational area, grouped under duty classifications.

19. O.E. - Refers to the U. S. Office of Education. O.E. codes are a classification system (taxonomy) for occupational education programs.

20. Open Entry - Term meaning that a student may enter the program at any time and does not have to wait for quarter or semester breaks.

21. Open Exit - Term meaning that a student may leave a program any time he/she completes their occupational objective.

22. Performance Guide - A series of steps, arranged in a sequence ordinarily followed, which when completed may result in the performance of a task. Also called "teaching steps."

23. Performance Objective - A statement in precise, measurable terms of a particular behavior to be exhibited by a learner under specified conditions. It possesses each of the elements or characteristics specified below:

    a. Condition - The testing situation confronting the learner is clearly specified. This includes equipment provided or withheld, environmental constraints such as temperature, space, etc.

b. Performance - The specific behavior expected of the learner is stated.

c. Standard - The degree of acceptable performance is specified.

24. Performance Test - A test entailing not only the ability to answer questions, but measuring the students' ability to operate, manipulate, or perform a given task as well.

25. Program - An organized sequence of courses leading to an occupational objective. A program may contain one or more student exit points as defined by D.O.T. codes.

26. Program Objective - The outcome of a prescribed program of instruction. Usually expressed in terms of the occupation or job for which training is designed. D.O.T. codes are frequently used to identify program objectives or student exit points.

27. Self-Paced - Refers to a student moving through the prescribed training program at the fastest pace at which the student can meaningfully learn.

28. Sequencing - Putting any set or series of learning activities or tasks into proper order or sequence. Normally arranged from the simple to complex within groupings or blocks.

29. Software - Written or printed materials, slides, filmstrips, tapes, etc.

30. Student Manual - A document designed for use by students in a specific instructional program. It contains unit sheets, references, operational procedures or job sheets, etc.

31. Task - The smallest division of work in which a measurable output occurs. A logical and necessary step in the performance of a duty.

32. Task List - A listing of tasks performed by incumbent workers within a domain of interest. An example is a listing of all tasks performed by an automotive mechanic or by a worker in ornamental horticulture.

33. Unit - One "module" training materials; generally covering one learning task and programmed on one Unit Sheet. May cover more than one lesson.

34. Unit Guide - A curriculum guide sheet that lists a task and objective with the instructional activities, instructional materials, evaluation and approximate time required for a student to successfully complete the task.

35. V-TECS Catalog - A comprehensive collection of performance objectives, performance guides, criterion-referenced measures, and related data, organized by a job structure or career ladder within a domain of interest.

*Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.*

*Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.*

*The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.*

*Title II - Loydia Webber, Vocational Equity Coordinator*
*Title VI - Peyton Williams Jr., Associate Superintendent*
*of State Schools and Special Services*
*Title IX - Evelyn Rowe and Myra Tolbert, Coordinators*
*Section 504 - Jane Lee, Coordinator of Special Education*

*Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.*